

Volume 1

**An Appreciative Inquiry into the Development of Teacher Well-being
through Organisational Change: Theory Development and Implications for
Practice**

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ABSTRACT

Occupational stress is known to be a primary factor in determining why teachers leave the profession. Schools face a critical challenge in retaining teachers, with attrition estimated to be roughly 10% per year (National Foundation for Educational Research, 2008). There is scant research dedicated to furthering ways of promoting teachers' well-being as a protective factor against adversity, despite recognition that it benefits both teachers and pupils (Roffey, 2012).

Within a critical realist paradigm, this study examines the reflections of eight participants who took part in an Appreciative Inquiry (AI) that aimed to explore how teacher well-being could be improved in a large comprehensive secondary school. A contextual description of the process is presented within an evaluative case study design. Qualitative semi-structured focus group data was analysed using Fereday and Muir-Cochrane's (2006) hybrid thematic analysis. This allowed for contemporary AI theory to be tested, for judgements to be made regarding its effectiveness, and for contextual recommendations to be made regarding the application of AI theory in schools.

The study findings support AI theory and highlight several noteworthy caveats to its use in schools. Consideration is also given to the effectiveness of AI in planning change relating to the promotion of teacher well-being.

DEDICATION

I would like to dedicate this thesis to the nameless Educational Psychologist I met twenty years ago; he raised my aspiration beyond that which I thought possible.

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Firstly, I would like to thank the teachers and managers from Heather View School¹ for their time, insights and their faith in me as an AI facilitator.

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¹ Pseudonym

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CHAPTER 1. INTRODUCTION

1.1 Introduction

This thesis was written in accordance with the requirements of the Applied Educational and Child Psychology Doctorate at the University of Birmingham, a programme that combines a higher research degree with postgraduate professional training. During my first year of study I reviewed the literature on teacher stress and well-being. From this I concluded that teacher well-being is important for maximising the outcomes of children and young people in their care and that schools which are serious about promoting well-being need to consider a universal approach throughout the whole school. In the second and third year of the doctoral programme I narrowed my focus of research interests alongside my supervised professional practice within a local authority Educational Psychology Service (EPS). During this time, I developed skills as a facilitator and consultant, working closely with school leaders to improve the outcomes of children. This practice led me to explore social constructionist approaches that aim to elicit the unique insights individuals bring to problem situations, rather than attempting to apply generalisable truths in the role of 'expert'. It was while working as a trainee Educational Psychologist (EP) that a secondary school invited me to help them to find ways to improve the well-being of their teaching staff.

I became aware of Appreciative Inquiry (AI) through my studies where it was presented as a strengths based approach to organisational change. A review of literature of the ways in which EPs commonly support schools in promoting teacher well-being led me to conclude that the most effective interventions foster change throughout schools rather than within individuals and that positive psychology could be of value. A review of

literature on organisational developmental approaches indicated that AI is an effective approach, congruent with both positive psychology and social constructionist principles. Cooperrider, Whitney and Stavros (2008, p.xv) claims that AI can be applied to virtually any culture and it is capable of engaging stakeholders in organisational discourse directed at contextually meaningful decisions for the betterment and purpose of the whole organisation. These claims persuaded me that AI had potential to be a viable way to facilitate change in schools for the betterment of teachers' well-being. An evaluative case study of the use of AI to promote whole school change to foster and sustain teacher well-being thus became the principle focus of my doctoral research.

One attractive feature of AI is its espoused simplicity. Murrell (2005, p.111) proposes that facilitators need only have a "healthy and spiritually grounded positive attitude" and an understanding of AI principles. Further appeal came from the easy access to a broad range of teach yourself manuals and free online articles about AI. This combination of accessibility and availability implied that AI is an approach for everyday managers and psychologists, with credible potential for schools.

Despite reading several endorsements of AI (Conklin, 2009; Calabrese et al., 2010; Cooperrider and McQuaid, 2012; Doggett and Lewis, 2013; Fifolt and Lander, 2013), I remained sceptical about lack of research and clarity regarding the specific Contexts and Mechanisms necessary for AI to generate successful outcomes in schools. Research attempting to evaluate the application of AI in schools or focusing on the application of AI to improve staff well-being are rare; although Willoughby and Tosey (2007) and Rosenberg (2010) do present descriptive accounts of the use of AI in schools. There is also very little research critiquing AI, with Grant and Humphries (2006); Bushe (2010);

2011); Aldred (2011); and Trajkovski et al. (2012) serving as rare exceptions. With this in mind I aimed to put AI to the test, in order to develop a better understanding of what it can offer schools and EPSs, particularly with regard to the promotion of teachers' well-being.

1.2 Focus and rationale of this research

Before beginning my doctoral studies, I spent seven years teaching in a Further Education college. These were turbulent years for the college characterised by significant structural changes. During this period, I was struck by the impact these changes had on staff well-being and the lack of support networks available to staff. Stories about the journey we shared played a central role in understanding workplace culture. Teaching is already recognised as a high stress occupation (Heath and Safety Executive, 2014; Sharrocks, 2014), with daily pressures that negatively impact on the quality of teachers' relationships with pupils (Easthope and Easthope 2000; Ronfeldt et al., 2011; Sharrocks, 2014). It is understandable that when teachers feel under pressure, they often become less emotionally available for their pupils and consequently their pupils achieve poorer outcomes (Roffey, 2012).

According to Boyle and Lauchlana (2009) EPs became interested in systemic work in organisations as a consequence of the popularisation of social constructionism in the late 1970s (e.g. Foucault, 1977; Gergen, 1978; Gillham, 1978). Such work in schools is regarded as “essentially work through others to affect change at the individual level [and is] where educational psychology can be most effective.” (Dessent, 1992, p.39). Yet despite the best intentions of EPs, the profession has struggled to transform itself away

from individual casework, largely because local authorities and schools continue to value the involvement of EPs with individual children (Boyle and Lauchlana, 2009). Arguably there will always be a need for qualified professionals to support the minority of individual children who require intensive one-to-one support, regardless of how effective the system operations become (Boyle and Lauchlana, 2009). However, despite the vast majority of EPS now adopting 'consultation' approaches to service delivery, the way in which 'consultation' is construed typically reflects the 'traditional' kind of individual focused EP clinics that contemporary practitioners have endeavoured to move away from (Farrell et al., 2006; Farrell, 2010). Wagner (2000) has suggested that the only way EPs can properly break away from 'traditional' ways of working is to actively reflect on their role and service delivery model, and develop *truly* collaborative and systemic ways of working. This suggestion poses a dilemma for many EPs who may regard themselves as relatively inexperienced at engaging schools in collaborative work at an organisational level. AI is presented as a possible solution, described by Cooperrider, Whitney and Stavros (2008) as a theory informed, simple, accessible, social constructionist approach to facilitating organisational change. These features make it potentially attractive for those who may wish to adapt the approach to facilitate organisational change in schools, local authorities, and EPS (e.g. Doggett and Lewis, 2013).

This case study describes and evaluates my attempt to utilise AI in a secondary school for the purpose of improving 'teacher well-being'. I aim to inform EP practice by deepening understanding of the potential barriers and complexities of delivering AI in secondary schools, and to compare participants' reflections with AI theory in order to contribute to theory development.

AI requires a collaborative union between the facilitator and participants to bring about change in a way that allows participants to retain their agency (Gergen, 1999). It engages whole school systems in the change processes (Bushe, 2010; Evans, Thornton and Usinger, 2012) and aims to empower participants and recognise their views. AI is considered to be one of the first organisational development methods to emerge in the post-modern era (Bushe, 2011), offering a social constructionist approach to change as well as a valid alternative to problem solving (Fifolt and Lander, 2013). A search of over 500 published articles pertaining to AI worldwide reveals that the use of AI in educational settings is still in its infancy, with just 15 studies identified (Yballe and O'Connor, 2000; Carnell, 2005; Doveston and Keenaghan, 2006; Filleul and Rowland, 2006; Willoughby and Tosey, 2007; Neville, 2008; Conklin, 2009; Calabrese et al., 2010; Doveston and Keenaghan, 2010; Dickerson and Helm-Stevens, 2011; Kumar and Chacko, 2012; Davis and Lewis, 2013; Fifolt and Lander, 2013; Harrison and Hasan, 2013; Kadi-Hanifi et al., 2013). To date, none of these studies have sought to engage schools in discourse related to the promotion of teacher well-being.

CHAPTER 2. LITERATURE REVIEW

2.1 Chapter overview and a comment on terminology

This chapter presents the study aims, search strategy, literature review, and research questions. The main body of the literature review is divided into two part. The first explores teacher stress and well-being and provides a rationale for further research into the subject, this is followed by a justification for the use of organisational and universal approaches to address the issue. The second part details the theoretical, methodological and ethical assumptions that underpin an AI applied to organisational development.

Throughout this work the title 'teacher' is used to signify teachers, teaching assistants and a range of pastoral and non-pastoral roles common within schools. 'Well-being' is interpreted as a state of positive mental health including; a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, access to supportive relationships and emotional literacy within the occupational domain (Weare, 2015).

2.2 Research aims

The aim of this research is to exploring the judgments and experiences of teachers from one secondary school, who had volunteered to participate in an AI Summit focusing on the development of teacher well-being. The findings are used to evaluate the effectiveness of Cooperrider, Whitney and Stavros (2008) 4-D model of AI as a tool for organisational change to promote teacher well-being and are compared to contemporaneous AI theory as posited by Cooperrider, Whitney and Stavros (2008), Whitney and Trosten-Bloom (2010), and Bush (2011).

2.2.1 Substantive aims

- To identify and explore the mechanisms of AI when it is used to engage school staff in organisational change to promote teacher well-being.
- To consider the effectiveness of AI as an approach for organisational change to promote teacher well-being in schools.

2.2.2 Theoretical aims

- To explore participants' experiences and identify the effective features of AI.
- To compare and contrast participants' experiences of AI with espoused theory.

2.2.3 Methodological aims

- To examine AI from a critical realist perspective using a case study design.
- To integrate data-driven codes with theory-driven codes through hybrid thematic analysis, for the purposes of revealing the potential contexts and mechanisms for change, in an AI delivered in a secondary school to promote teacher well-being.
- To use focus group interviews as a data collection method.

2.3 Literature review search strategy

A database search using the University of Birmingham Shibboleth Authentication of the term "Appreciative Inquiry" was used to identify published articles pertaining to the use of AI in educational contexts. This search aimed to explore and establish whether a

theoretical evaluation of AI in a school based context had been attempted before. The following databases were searched on 16th April 2014:

- Australian Education Index
- British Education Index
- Directory of Open Access Journals
- ERIC: Educational Research Information Centre
- Periodicals Index Online
- PsycARTICLES
- PsycINFO
- Swetswise
- Web of Science (ISI).

This search returned zero results, indicating an absence of peer-reviewed articles relating to AI in education.

A second literature search was then conducted the same day, using the University of Birmingham eLibrary service, to identify all peer-reviewed journal articles relating to AI published in English between 2009 and 2014. The purpose of this literature search was to identify high quality contemporaneous literature related to AI's theoretical features and to establish whether AI has been evaluated in educational contexts, or for the promotion of staff well-being. The following Boolean search terms were used:

- Appreciative Inquiry AND Action Research
- Appreciative inquiry AND Critique
- Appreciative inquiry AND Critical
- Appreciative Inquiry AND Well-being
- Appreciative Inquiry AND Wellbeing
- Appreciative Inquiry AND Well being
- Appreciative Inquiry AND Evaluation

- Appreciative Inquiry AND Teacher*
- Appreciative Inquiry AND School*
- Appreciative Inquiry AND Education*
- Appreciative Inquiry AND Education* AND Teacher*

This approach yielded a plethora of articles related to the use of AI to facilitate organisational change. The search was refined to remove articles considered irrelevant to the study aims, such as those focusing on health and learning, and all articles from medical journals. I then checked the remaining articles for relevancy by reading the research titles, and omitted those judged to be irrelevant leaving 32 core papers that formed the basis of this review. These core articles were read and summarised in the form of a research diary (see Appendix 1). Additional sources were ‘snowballed’ from the reference lists of the core articles, and then screened for relevance by first reading the abstracts and then by reading the articles. From this exercise it was possible to identify the main issues relevant to the use of AI in schools and collate examples of good practice that were then used to inform the delivery of this AI project.

To ensure a current account of the literature on teacher well-being the following search terms were used within the aforementioned databases on the 17th April 2014:

- Teacher* AND Well-being
- Teacher* AND Wellbeing
- Teacher* AND Well being
- School* AND Well-being
- School* AND Wellbeing
- School* AND Well being.

This search returned hundreds of results with the overwhelming majority focused on the teacher’s role in fostering well-being in pupils. Those studies that did discuss ‘well-

being' were found to be inconsistent in their definition and this proved problematic for producing a reliable 'measure' of change. Yildirim (2015) has noted this gap in research and subsequently created a measure of professional well-being on the basis of a mixed methods investigation. Yildirim (2015) concluded that the main determinants of teacher well-being are; self-efficacy, job satisfaction, and professional recognition. When this study was first proposed I found it necessary to broaden the search terms to include 'Stress' and 'Burnout' alongside 'Teacher*' in order to gather a comprehensive selection of articles relevant to the study's aims and demonstrate my own rationale for why I believe that organisational approaches are relevant to efforts to improve teachers' well-being, a view since endorsed by Weare (2015).

2.4 Summary of literature review findings

This review of the literature revealed the dominant methodology for studying AI to be a combination of participatory action research and case study design with social constructionist epistemology. There were very few attempts to employ quantitative measures, but where attempts had been made, they were found in medical research and adopted a critical realist epistemology.

A recurrent theme identified in research that critiqued AI was that there is an absence of research that attempts to critically evaluate AI, instead the majority of authors seem to act as apologists for the approach. There was also an absence of theory building research and significant portions of most articles are dedicated to presenting a descriptive account of AI combined with a case study of its use in a novel discipline,

setting, or application. Very few papers have had the principle aim of exploring how or why the intervention was thought to be effective.

2.5 The importance of well-being in schools

EPs predominantly work with school staff to improve the educational outcomes for children. In doing so, teachers often report feeling increasingly burdened by mounting expectations placed upon them, impinging on their ability to implement strategies effectively (Sharrocks, 2014). It is well established that teacher effectiveness and emotional support foster significant benefits for their pupils' attainment (Rockoff, 2004; Slater, Davies and Burgess, 2012). Conversely, teachers who feel overburdened and emotionally strained are less likely to offer pastoral care and support to children, to conserve their own emotional resources (Easthope and Easthope 2000). Low teacher well-being increases staff turnover in schools with detrimental consequences for pupil progress (Ronfeldt et al., 2011; Allen et al., 2012). Teachers experiencing low well-being are absent more and are more likely to retire early (Griffith et al., 1999; Thomas and Grimes, 2002). Schools face a critical challenge in retaining qualified teachers with estimates of 20 to 50 per cent teacher attrition over their first five years of service (Hughes, 2012). This is reinforced by the Department of Education figures showing that 8.7 per cent of teachers quit the profession every year (Department of Education, 2015).

While some schools consider teacher well-being to be an individual concern, the evidence indicates the contrary. Low teacher well-being negatively affects the quality of their work and the outcomes of children they teach, whilst high well-being reduces stress, sickness, absence and improves teacher performance (Greenberg and Jennings,

2009). There are strong links in evidence between well-being, learning and school improvement (Public Health England, 2014). With the far-ranging pastoral and academic benefits that well-being brings, schools are obliged to make it core school business (Noble et al., 2008). Weare (2015) goes on to urge schools to promote the well-being of both pupils and teachers through whole school approaches, if they wish to maximise outcomes for children.

2.6 Well-being: A product of social dynamics

Research into teacher stress and well-being generally assert that these constructs are dichotomies, even if this is not always made explicit (e.g. Karasek and Theorell, 1990; Bloom, 1996; Wainwright and Calnan; 2002; Gersch and Teuma, 2005). The rationale is that low teacher well-being reflects impoverished coping mechanisms and this in turn makes teachers vulnerable to stress.

Research by the Health and Safety Executive (HSE, 2014) indicates that the scale of teacher stress is a concern, with stress cited as responsible for around 40 per cent of work absences during the period 2001-12. Teaching has been consistently rated as one of the top 3 most stressful occupations over the last 8 years (HSE, 2014) and yet, many teachers and schools do cope with the demands of the occupation. An understanding of why this may be the case can be gained through exploration of the various psychological explanations for occupational stress and burnout.

Cannon (1927) and Selye (1956) first advocated that stress is a by-product of a maladaptive evolutionary fight-flight response, but increasingly there is recognition that individual appraisals of 'demand verses control' play a role (e.g. Karasek and Theorell's,

1990; Wainwright and Calnan, 2002; Gersch and Teuma's, 2005). These theories share a negative assumption about well-being: that well-being is a natural or normal state of mind that requires little or no effort to maintain. The corollary is that individuals who have low well-being were thought to be pessimists who have failed to adapt to their circumstances. Interventions based upon these ideas aim to tackle stress and low well-being therapeutically.

Maslach and Goldberg (1998) introduced a socio-cognitive dimension to the understanding of well-being by arguing that it is relational processes that drive well-being, not individual cognition. Applied to teachers, the causes of low well-being result as a consequence of changes in personal identity from being highly-motivated, idealistic and caring, to feeling overwhelmed, exhausted, frustrated, angry, cynical and ineffective. Freidman (2003) summarises this process as the prolonged erosion of an individual's sense of occupational self-efficacy. Similarly, Eakin and MacEachen (1998) advocate a social-interactionist approach by suggesting that feelings of stress and well-being are mediated by shared contextual social beliefs that become salient in the workplace. They argue that 'stress', like 'illness' is ascribed meaning through contextual social interactions and that symptoms of stress are more likely to be treated idiosyncratically in small workplaces where there is a greater degree of personalisation, but in larger workplaces they may be depersonalised into employer-employee interests. This theory is supported by statistics from the Health and Safety Executive (HSE, 2014) that show a correlation between organisational size and prevalence of employee stress related absence. Eakin and MacEachen's (1998) theory considers the impact of wider social constructions of an individual's sense of value and may be useful for practitioners

who consider depersonalisation to be a contributory factor that can be avoided through facilitation of pro-social interpersonal exchanges.

Defining occupational well-being as an absence of work related stress ignores the breadth of potentially protective characteristics that well-being may provide (Eckleberry-Hunt et al., 2009). It is also impractical since it may be impossible to account for the complexities of every potential cause of stress in order to eliminate them. This has led some psychologists to instead focus on examining the conditions that improve well-being. The aim of such an approach is to inform school managers so they may develop effective preventative practices that build resiliency and can be delivered universally throughout the organisation (Weare, 2015).

Karasek and Theorell (1990) acknowledge organisational influences on stress and well-being in their 'demands-control' model of work stress. Stressful workplaces are defined as having persistent and intense workloads that lack variety, decision making power and support from colleagues and managers. A key idea here is that an individual's subjective assessment of their work and available support mechanisms defines their well-being. Wainwright and Calnan (2002) advocate that future models should look to discover how these subjective appraisals are mediated. Gersch and Teuma's (2005) attempt to rationalise these ideas by considering well-being to be a product of an employee's perception of adequate coping with the demands made of them, combined with feelings of security in their work circumstances. If these subjective appraisals are central to well-being, then strategies that attempt to positively reframe them may be effective in fostering well-being. The role of perception and subjective interpretation in Karasek and Theorell's (1990) 'demands-control' model may explain why some individuals' may

experience distress, while others may experience eustress, a healthy, motivational and constructive stress experience (Seyle, 1974). When making such appraisals it is important to avoid placing the source of pathogenesis within individual thought processes. Misconceptions that stress, eustress, and therefore well-being are phenomenological concerns may limit thinking of wider contributory organisational factors (Smail, 2005; Harlgrove et al., 2013).

Siegrist (1996) attempted to combine subjective and social-contextual dimensions of stress and well-being by defining them as a result of appraisals between an individual's cognitive appraisal of the work they have invested and socially constructed expectations of adequate rewards. These appraisals are agreed in a 'psychological contract' between the employer and employee and are influenced through comparisons to other professions, wider societal norms and dialogues within the organisation itself (Rousseau, 1995). This 'effort-reward' model of stress and well-being dictates that breaches of contract are perceived to have catastrophic long-term consequences for the trust held between employees and their leaders (Burns and Machin, 2013). Davey and McDonald (2000) note that any negative appraisals may be mediated by opportunities which enable individuals to reframe their experiences more positively and that these reappraisals are likely to be shaped by quality interactions with others. If social interactions can provide opportunities for people to positively reframe events and circumstances, it is perhaps incongruent that jobs that involve frequent, intense, interpersonal interactions are associated with low employee well-being (HSE, 2014). One plausible explanation is that some types of social interactions can lead employees to negatively reframe events, or perhaps increase the total number of negative events that require reappraisal, such as dealing with the challenging behaviour of others. Taris

et al. (2001) provides evidence to support this hypothesis. They found that teachers offering pastoral support were more likely to experience low well-being than those who did not. This effect was especially true where the children being supported were negative, disengaged and apathetic (Friedman, 1995). Roffey (2012) estimates that teachers are involved in about a thousand interpersonal exchanges a day; if this is correct then the quality of these interactions are central to providing quality personal support for others, or sustaining an impoverished school culture through joint social appraisals.

The research suggests that teacher well-being is the outcome of complex interactive pre-dispositions, experiences, processes and values (Roffey, 2015). These are nestled within the constant ebb and flow of the ecological framework mediated by micro, socio-political and cultural determinants (Bronfenbrenner, 1979). Well-being is therefore inextricably enmeshed within organisational practices and social exchanges and has extensive organisational implications that cannot be confined to traditional individualistic interpretations of health and illness. And yet, the models of support available for teachers often take the form of resource intense therapies provided by external agencies (Sharrocks, 2014). Such approaches ignore systemic and organisation causes of low teacher well-being and there offer little more than a misguided reinterpretation of Parsons (1951) Sick Role i.e., that poor mental health is regarded as a legitimised and is positively sanctioned form of deviance, that grants persons affected some leeway in their responsibilities on the condition that they seek appropriate treatment. Wilkinson and Pickett (2010) critique this process as akin to washing a goldfish and putting it back into a dirty fish tank. The ethics of interventions that require people to seek treatment before receiving support are also dubious. Stress and well-

being are sensitive topics for school staff and those who seek help risk being exposed as unable to cope with their job (Brown et al., 2002; Sharrocks, 2014). As a consequence, those that might benefit from strategies that improve well-being may be missed and school leaders may misinterpret low uptake of external support as a sign that staff are coping.

If individuals' appraisals of stressful events are mediated within the social domain, then approaches that use social constructionist principles are a valid consideration. The notion that positive reappraisals are shaped through quality interactions with others is congruent with constructionist notions of narrative and discourse. People are influenced by stories we tell one another about our lives, our organisations and our communities (Bushe, 2011). This idea is often combined with the poetic principle (Cooperrider, Whitney and Stavros, 2008), which states that we are continuously rewriting and reinterpreting our organisation's story. It is through collective story-writing and story-telling that participants are able to compare their appraisals, and develop a shared understanding of their role and purpose within the organisation.

2.7 Universal approaches to school well-being

Despite widespread concern regarding low levels of teacher well-being throughout Europe, most schools have eschewed the use of universal organisational developmental approaches to tackle it (Stoel and Thant, 2002; Johnson et al., 2005; Galton and McBeath, 2008; Roffey, 2012). Instead, staff and pupils well-being are often considered to be separate concerns, with specific interventions and programs primarily focused on improving the mental health and well-being of children and young people (Saltier-Jones,

2012). Such approaches overlook the critical role that teacher well-being plays in promoting positive teacher-pupil relationships. Roffey (2012, p.15) explains:

“When teaching staff feel appreciated and empowered, they are very much more likely to show patience and empathy for their students; to go the extra mile for students in their care. They are also more likely to share and work with others in order to support their students and promote well-being.” Roffey (2012, p.15).

Whole school approaches to well-being ensure that pupils and teachers are able to work intensively, coherently and sustainably together through provision of a positive foundation of universal support. Well-being in schools can prevent problems from arising, build a sense of connectedness between people and develop a sense of focus. It also provides purpose, acceptance, respect, warmth, improves relationships, facilitates communication, and helps people to accept and celebrate differences (Weare, 2015).

Universal approaches to school well-being promise direct benefits for pupils through improved teacher-student relationships and also make financial sense through increased retention (Hattie, 2009; Roorda et al., 2011; Roffey, 2012). Spratt et al. (2006) suggests that an authentic investigation into the promotion of well-being in schools should begin with a review of the school's values, policies and practices, rather than attempting to bolt interventions onto existing frameworks. Schools have become expert at finding organisational problems, but are less adept at building upon success (Ludema, 2001). This trend is reflected in the emphasis of literature on 'teacher stress' and 'burnout', rather than on 'teacher well-being' (Roffey, 2012). Weare (2015) recommends that schools should explore effective approaches aimed at improving whole school thinking about well-being. Such processes should begin with a positive and universal focus:

develop a supportive culture and ethos, adopt a long term approach, focus on staff stress and well-being and engage the whole learning community. According to Cooperrider, Whitney and Stavros (2008) AI is an effective and capable approach for planning organisational change that meets Weare's (2015) criteria. It allows organisations to positively appraise and develop capacity and potential. AI may be interpreted as a piece of action research capable of engaging members in collaborative action planning through use of social constructionist processes and positive psychology, with solution focused underpinnings (Appendix 2 shows the links between AI and other psychological approaches to change). Additionally, AI's epistemological emphasis on human experience is ideal for engaging with concepts such as organisational culture, hope, aspiration and well-being (Cooperrider, Whitney and Stavros, 2008; Whitney and Trosten-Bloom, 2010; Bushe, 2011).

2.8 Research assumptions

The following assumptions have been made in response to the literature review on teacher stress and well-being:

- (1) Tensions between individual, social and structural explanations of stress and well-being characterise the debate regarding the causes and therefore the solutions to these phenomena.
- (2) Incongruence between teachers' ideals, professional motivations and their daily work practices can erode their occupational self-efficacy and self-worth. The inverse is also true.
- (3) Well-being is mediated by social beliefs and social processes within

organisations.

- (4) Social constructionism can be used to explain stress and well-being through an examination of collective social appraisals within organisations.
- (5) Social constructionist approaches to teacher well-being may provide a mechanism in which organisational change can be planned in an ethical, sustainable, cost effective and reliable way, with universal benefits.

2.9 Rationale for using Appreciative Inquiry to improve staff well-being

AI utilises experience-based knowledge to bring about organisational change through enhanced organisational collaboration. From the outset it implicitly challenges modern interpretations of power and authority by building a commitment from a wide range of stakeholders towards school improvement. It can be considered a vehicle for providing the ways and means for teachers to learn from each other, gain moral support, coordinate action and reflect on their classroom practices, their values and the meaning of their work (Dickerson and Helm-Stevens, 2011).

When collaboration works well in schools, it replaces the paralysing effects of uncertainty and the misuse of scientific certainty, with a collected professional wisdom held by communities of teachers (Hargreaves, 1998). Seeking to build on the strengths, virtues, knowledge, experience and mutual support between staff in schools can lead to the development of a special kind professional learning community where teachers are empowered and responsible and are able to critically reflect and innovate through a mutual collective vision (McLaughlin and Talbert, 2001). Work that engages school staff in collaborative processes can address the harmful effects of teacher isolation and

improve well-being in itself (Hargreaves, 1998). Collaboration nurtures emotional support networks and generates feelings of affirmation, improves the application of resources and ways of working, improves people's perspective of the entire school system, and increases people's acceptance of the perspectives of others (Dickerson and Helm-Stevens, 2011).

Appreciative Inquiry is a holistic and collaborative search for:

"The best in people, their organizations, and the world around them. It involves the discovery of what gives 'life' to a living system when it is most effective, alive and constructively capable in economic, ecological and human terms" (Cooperrider, Whitney and Stavros, 2008, p.3).

Initially conceived by Cooperrider (1986) as a philosophical approach to organisational change, it has been moulded through practice by various authors and disciplines into a recognisable framework known as the 'AI 4-D Cycle' (e.g. Bright et al., 2006; Onyett, 2009; Calabrese et al., 2010; Kadi-Hanifi et al., 2013). Bushe (2011) points out that AI is best thought of as a set of principles rather than processes, with eight identifiable assumptions:

1. In every society, organisation, or group, something works well.
2. What we focus on becomes our reality.
3. Reality is created in the moment and there are multiple interpretations of reality.
4. The act of asking questions of an organisation or group influences the group in some way.
5. People have more confidence when they carry the past (what they know) into the future (the unknown).

6. If we carry the past forwards, it should be what is best about it.
7. It is important to value difference.
8. The language we use shapes our reality (Coghlan, Preskill and Tzavaras, 2003).

As a strengths-based approach, AI holds deliberately affirmative assumptions about people, organisations and relationships (Akdere, 2005; Cooperrider, Whitney and Stavros, 2008). It embraces post-modern social constructionist ideas i.e., that organisations change in the direction in which they inquire, that organisations that inquire into their strengths and positive attributes find more of them, and the process in which organisations explore problems and deficits restricts their potential for positive growth (Evans et al., 2012). AI is more than just positive thinking, it is a generative process that creates a momentum towards action (Bushe, 2010): Appreciating ‘what is’ leads directly into inquiry about ‘what could be’. This process of re-imagining a preferred future encourages creative thinking about what can be done to move the organisation onwards (Doggett and Lewis, 2013).

AI challenges traditional thinking in organisational psychology. Organisations were once viewed as a mechanistic system prone to breakdown, requiring expert diagnosis and intervention to return them to functional working order. Increasingly, organisations are beginning to be viewed as essentially humanistic. Akin to human living systems where the stories and emotions of the workforce are its own powerful and creative source of energy, renewal and change (Lewis, Passmore and Cantore, 2008).

The term ‘Appreciative’ means:

“the act of recognizing [sic] the best in people or the world and stating the strengths, successes and potential, both past and present and realizing [sic] these

things that give life (health, vitality, excellence) to living systems" (Cooperrider and Whitney, 2005, p.9).

'Inquiry' refers to:

"The act of exploration and discovery. To question and be open to view new potentials and possibilities" (Ibid).

The main focus of AI is the search for new possibilities through descriptive, appreciative language. Reed (2007); and Burr (2003) explain that questions that explore the things that people value create an opportunity for such conversations to influence and promote transformational change through the development and appreciation of shared narratives. In situations in which appreciative questions are formulated, people are more likely to communicate in an open and enthusiastic way. They also begin to understand and appreciate the perspectives of other members of their organisation. These revelations give people confidence to collaboratively engage in activities that promote desired change. AI utilises these mechanisms in order to bring about organisational change (Cooperrider, Whitney and Stavros, 2008; Whitney and Trosten-Bloom, 2010; Bushe, 2011). By creating opportunities for people to develop a new, shared understanding of their values and a shared image of the future, they are far more likely to accept and engage in activities that take their organisation forwards (McNamee, 2003).

AI has been used in a variety of contexts and organisations since its origins in the USA in the late 1980 as a method for facilitating change dialogue; sharing and generating organisational values, informing important decisions, providing mutual support, and helping people to develop a positive attitude to life (Preskill and Catsambas, 2006).

Whilst the positive effects of well-being generated by participating in AI are more of a means than an end (Cooperrider, Whitney and Stavros, 2008; Fry, 2008), they are particularly relevant to this study where there is an intention to improve teacher well-being.

Cooperrider (1986) is credited with being the founder of AI. With the help of Srivastva (Cooperrider and Srivastva, 1987) he constructed a series of initiatives to promote its development, first as a philosophy and later as method for facilitating organisational change. One way this was done was through the creation of an online journal called '*AI Practitioner: International Journal of Appreciative Inquiry*' (www.aipractitioner.com, 2015). The webpages '*Appreciative Inquiry Commons*' (<http://appreciativeinquiry.case.edu>, 2015) and '*The Taos Institute*' (www.taosinstitute.net, 2015) also serve as loci for practitioners who wish to access training, projects, articles, and engage in discussions on the use of AI. (Cooperrider and Whitney, 2005).

2.10 Five principles of Appreciative Inquiry

Cooperrider, Whitney and Stavros (2008) identify five principles of AI assumed by facilitators when guiding change:

1. The Constructionist Principle
2. The Principle of Simultaneity
3. The Poetic Principle
4. The Anticipatory Principle
5. The Positive Principle.

2.8.1 The Constructionist Principle

Gergen (1999) invites us to understand descriptions of the world as being co-constructed between people. Social knowledge is intricately interwoven with organisational change and through narrative discourse group members construct a shared understanding of their organisation's history (Evans et al., 2012). The concept of narrative is defined by Gergen (1999) as a conversational feature or linguistic device which allows people to interact in ways that build on their interpretations of the world. This principle recognises that people create multiple interpretations of a phenomenon. It contrasts with positivist empiricism that seeks to establish universal truths. Thus we should expect that no single array of words, graphs, or pictures tell a sufficient story and see every truth as having both potential and limitations in terms of organisational values. Consequently, the attention of the AI practitioner is on the construction and exploration of ways in which people tell different stories about the past, the present, the future and the way these stories influence the way people think and act (Reed, 2007).

Gergen (1999; p.91-94) recommends avoiding concerns regarding cause and effect through the systematic control of conditions and variables, as these have little value in understanding the complexities of 'real world' practices. Data cannot prove something to be true or false, since the way in which it is credited requires an interpretive forestructure (Heidegger, 1927). Similarly, AI does not reduce data to numbers because this strips out the nuances of human experience and leaves participants voiceless. Instead AI gives voice to participants by engaging them in a positive, transparent and collaborative exploration of their experiences within their organisation.

2.8.2 The Principle of Simultaneity

The principle of simultaneity is the understanding that investigation and change are corresponding processes. In this sense, investigating researchers are considered to be interventionists. Cooperrider, Whitney and Stavros (2008) assert that the nature of inquiry directly affects the change efforts of organisations. In practice, AI facilitators do not search for an answer to a specific question, instead they use investigative questions to shape the construction of people's thoughts and actions; and reflect on the way that different arrangements of questions lead to different interactions and interpretations.

2.8.3 The Poetic Principle

People interpret the world in light of their own beliefs about it by "choosing the parts of stories in which they are most interested in" (Reed, 2007, p.26). In the words of Cooperider et al. (2008, p.9) "[the] past, present and future are endless sources of learning, inspiration or interpretation". The important implication is that the topic of choice could be virtually anything related to human experience. In this study the topic of inquiry could have focused on the nature of teacher alienation just as well as it could be teacher well-being. AI can examine moments of creativity and innovation, or moments of debilitating bureaucratic stress. What is important is that there is a choice and the poetic principle allows participants to draw upon the organisation itself as a source of inspiration (Cooperrider, Whitney and Stavros, 2008; Evans et al., 2012).

The poetic principle influences the internal dialogue inherent in all human systems (Cooperrider, Whitney and Stavros, 2008). Although shared experiences of the world are subject to interpretation by individuals, this internal dialogue can be understood as the

process whereby individuals develop a shared coherent narrative in order to make sense of their experiences and events. Gergen (1999) recounts how shared narratives become part of our shared personal history by informing and sustaining meaning in our lives. He draws attention to the concept of progressive versus regressive narratives; the former describes a journey in which a valued goal is achieved whilst the latter is a tale of failure or loss. Using this principle, it is possible to see how teachers may interpret an inspection of their practices as an unwelcome challenge to their professional identity, or as an opportunity to demonstrate and further develop their skills. These interpretations are communicated with others through the organisation's internal dialogue to create a shared narrative about school life, which in turn determines the extent to which the event influences teachers' well-being. Cooperrider, Whitney and Stavros (2008) note that functional groups are characterised by a 2:1 ratio of positive to negative internal dialogues, whilst mildly dysfunctional groups are more evenly balanced. AI attempts to nurture positive internal dialogue in an observable, energising and tangible way in an effort to overcome negative dialogue.

2.8.4 The Anticipatory Principle

The way people think about the future, shapes the way they navigate towards it. Additionally, the way we think about and interpret these events influences our shared expectations (Cooperrider, Whitney and Stavros, 2008). Consequently, our actions and behaviours take on a whole new tone based on a perceived image about the way things are. When people see a future full of possibilities they become engaged in actions that help to build it that way. This principle is similar to 'the construction of preferred

futures' used in solution focused therapeutic approaches (e.g. de Shazer et al., 1986; Iveson, George & Ratner, 2012). By creating a strong shared vision of the future it not only helps to clarify goals, it also enables people to pursue them collectively. In AI this vision of a preferred future is co-constructed and shared among members of the organisation. Cooperrider, Whitney and Stavros (2008) also invoke the placebo effect as a powerful mechanism for change that can parallel the effectiveness of the intervention itself. The positive changes that beliefs are capable of bringing about are widely recognised and utilised across disciplines (e.g. Hróbjartsson and Norup, 2003; Wechsler, 2011) and Cooperrider, Whitney and Stavros (2008) argue that the creation of a positive anticipatory future through suggestion plays a central role in invoking a placebo response.

2.8.5 The Positive Principle

When focusing on positive aspects of human experience, people become more energised and engage in the process of investigation for longer (Bushe and Coetzer, 1995). This means that AI inspired changes benefit from being positive experiences and are more likely to succeed because they promote feelings of positive affect and well-being in participants.

“...momentum for change requires large amounts of positive affect and social bonding, attitudes such as hope, inspiration, and the sheer joy of creating with one another.” (Cooperrider, Whitney and Stavros, 2008, p.9-10).

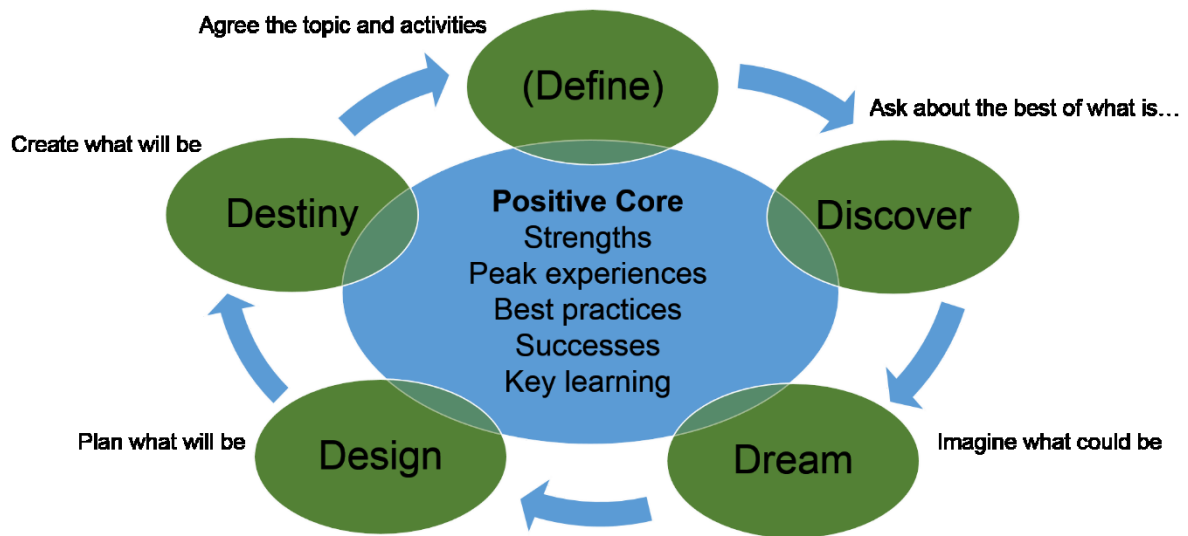
Because AI inherently aims to utilise positive feelings of well-being as a mechanism for change, it is potentially well suited to investigations that aim to promote well-being over the long-term.

2.11 The Appreciative Inquiry 4-D Cycle

The AI 4-D cycle is a democratic evolution of AI principles into a whole-systems change model and process (Calabrese et al., 2010). The AI 4-D cycle is composed of four complementary phases: Discovery, Dream, Design and Destiny, which typically take place over a two-day summit. Cooperrider, Whitney and Stavros (2008) warn that these process should not simply be seen as a series of procedures because to do so risks diluting the underlying philosophy.

The AI 4-D cycle was adopted for this study because it is the most widely disseminated model of AI and its popularity allows it to be easily replicated elsewhere. Figure 1 (see p.41) shows how the AI 4-D cycle draws upon the organisation's Positive Core, an explicit idea of the organisation's strengths, peak experiences, best practices, successes and key learnings, that reveal themselves during the Discovery phase through the five aforementioned principles (see p.35). Once identified, the positive core becomes a source of inspiration for imagining an ideal future and for planning how the organisation can move towards that ideal.

Figure 1: The Appreciative Inquiry '4-D Cycle' with 'Define' included as an additional dimension.



2.9.1 Define

In addition to the familiar 4-D process of Discovery, Dream, Design and Destiny, a fifth 'D' for Define was included to acknowledge Cooperrider's (1986) recognition that AI requires an affirmative topic choice before inquiry can begin. In this study the affirmative topic was to investigate how teacher well-being could be improved. This was agreed during early negotiations with the school Assistant Headteacher (AH). Bushe (2011) notes that the way topics become defined is unclear in contemporary AI literature, but getting this right is critical to the overall success of the change effort. Typically, the affirmative topic is formed early in the negotiations with those sponsoring the AI project, but it must also be compelling to the stakeholders who are likely to be affected by any changes that are ultimately introduced. In this project, the early stages of investigation were framed using Timmins et al., (2006) research and design in organisations (RADIO) to structure negotiations well before AI was identified as a potentially suitable approach for improving teacher well-being. A rationale for the use of

AI to improve teacher well-being in Heather View School was then presented to the Headteacher and Leadership Team (LT) for approval.

2.9.2 Discovery

The Discovery phase of the AI 4-D cycle involves questioning stakeholders about what it is that gives their organisation energy or life; it also generates a common set of protocols for recognising successful past practices (Calabrese et al., 2010). In the Discovery phase participants interview, each other about their own peak experiences. This differs from classic participatory action research methodology as the interviewers are able to double up as interviewees in order to engage all members equally (Bushe, 2011). These interviews are conducted throughout the organisation, to maximise contributions from others. It is a common experience for people to have difficulty in identifying the narratives of success in organisations that are used to using a deficit approach to change. This means that it is important for facilitators to precede the Discovery phase with an exposition of AI principles, and to structure the interview process carefully in order to ensure success.

2.9.3 Dream

Participants then explore the outcomes of the Discovery interviews and extract themes from the peak experiences that were collected during the Discovery phase. These themes form the foundations of a description of the organisations positive core and preferred future. Here AI encourages aspirational thinking when defining an ideal future. The literature varies in terms of how much this process focuses on developing a

shared dream within the organisation, but often something concrete and visual such as a graphic display or a mission statement is produced to enable members of the organisation to visualise the intended direction of change (Bushe, 2011).

2.9.4 Design

Participants are then encouraged to work together to create and articulate concrete proposals that outline how the organisation can be moved towards the dream. The purpose of this phase is to motivate the participants to achieve concrete achievable goals founded in the strengths and values identified in the Positive Core. The Design phase utilises concepts borrowed from organisational development such as 'social architecture' and 'design elements' in order to generate contextually relevant proposals for change known as 'possibility statements' (see Cooperrider, Whitney and Stavros, 2008, p.164-168).

2.9.5 Destiny

Once the design is complete, participants begin the process of initiating change (Calabrese et al., 2010). This may involve the creation of an action plan as a necessary elaboration of the proposals identified during the Design phase; however, there is least consensus among AI proponents regarding how this should be achieved (Bushe, 2011). Some AI practitioners argue that the use of action plans undermine the philosophy of AI because planning at this phase is typically done by those construed as having the 'real power' in the organisation (typically the projects sponsors), who ultimately have the power to veto and shape the implementation of proposals. An often cited weakness of

AI is that it can create great impetus for change, but the plans for the implementation of proposals are sometimes under-developed and lack any *real* power. Cooperrider, Whitney and Stavros (2008) advocate for AI participants to voluntarily self-organise into working groups that aim to realise the agreed possibility statements.

2.12 Theoretical and methodological considerations

AI proponents make trans-social validity claims that AI methodology can be deployed in different cultures, communities, organisations and therefore schools, providing that appropriate contextual factors and conflicts of interests are sufficiently addressed (Akdere, 2005; Aldred, 2011).

AI shares common principles and assumptions used by a range of psychological disciplines that incorporate narrative and discourse (Cooperrider, Whitney and Stavros, 2008; Bushe, 2011; see Appendix 2). Yet it remains a distinctive theoretical approach founded on social practices and the generation of shared interpretations of phenomenon within organisations, with an emphasis on ethical concerns (Cooperrider, Whitney and Stavros, 2008; Fitzgerald, Oliver and Hoxsey, 2010; Bush, 2011). Effective Appreciative Inquirers recognise the plurality of truth held by those within an organisation and seeks to establish new narratives that elicit the best of the past in order to create an ideal future (Cooperrider, Whitney and Stavros, 2008). This social constructionist interpretation of reality acknowledges that ethical action should account for the contexts in which decisions are made. It can therefore only be accurately and meaningfully understood from within the context in which decisions are produced. For this to happen debate must be encouraged internally and healthy dialogue needs to be

encouraged (Gergen, 1999). Such dialogues do not aim to discover universal principles, they aim to understand the best ways for people to live and work together. AI provokes reflection about contextual understanding from those within an organisation by suspending modern interpretations of truth, such as the idea that organisations break down, and can be fixed with the help of external 'expertise', or through perpetuation of the 'myth of the hero innovator' (Georgiades and Phillimore, 1980). Instead, multiple positions held by those within the organisation are made explicit and are compared. In doing this, participants are invited to grapple with differences and engage in a dialogue that generates a potentially more viable future (Gergen, 1999; Cooperrider, Whitney and Stavros, 2008). AI therefore focuses on the production of different types of knowledge through investigation of experiential narrative accounts (Willig, 2008). These knowledges cannot be discovered through traditional scientific paradigms, neither being located within the minds of individuals, nor 'out there' within the material world. Instead AI creates, maintains and puts social knowledge to use in groups where it is thought to reside within the minds of collectives. These psychological foundations suggest that AI cannot be reduced to a single process or framework as it requires knowledge of the context combined with an understanding of its underlying principles for best results (Cooperrider, Whitney and Stavros, 2008). Arguably, EPs knowledge of ecological and systemic approaches, social constructionism, positive and solution focused psychology, and action research skills, make them suitably skilled for supporting, facilitating, coordinating and evaluating AI projects within educational contexts.

2.13 Critical analysis of Appreciative Inquiry

AI is just one possible method of addressing the challenge posed by the multiplicity and potentiality of human relations through provision of a psychological framework for re-constructing social reality. When applied to schools AI enables people to talk and act in different modalities and through conversation it encourages people to establish new rituals, practices and realities together. This in turn enables users to engage in different ways of thinking about their organisational practices.

The social constructionist assumptions of AI prevent any one person from having control over the meanings that will emerge from each interaction because such actions depend on the involvement of others to provide meaning and value to the activities. If the focus of these shared conversations is on problems, then a reality of dysfunction is created.

Likewise, an investigation into what is working well and what people appreciate will produce a reality of resources and assets.

Every approach to social change makes assumptions and can therefore be criticised. AI is no exception; there are seven ways in which it may be critiqued. By developing an awareness of its limitations, practitioners are better equipped to anticipate potential complications in its use:

(1) The notion that schools can somehow ‘misperceive’ their world indicates that the form of social constructionism employed in AI is weak (Elliot, Fischer and Rennie, 1999).

The implication is that these misperceptions can be corrected or otherwise replaced with more helpful narratives.

(2) AI assumes that social systems are “...basically harmonious, [providing] we overcome entrenched negativity to allow diverse voices and experiences space to speak” (Aldred,

2011, p.63). In large organisations there may in fact be competing visions regarding a preferred future and how it may be achieved.

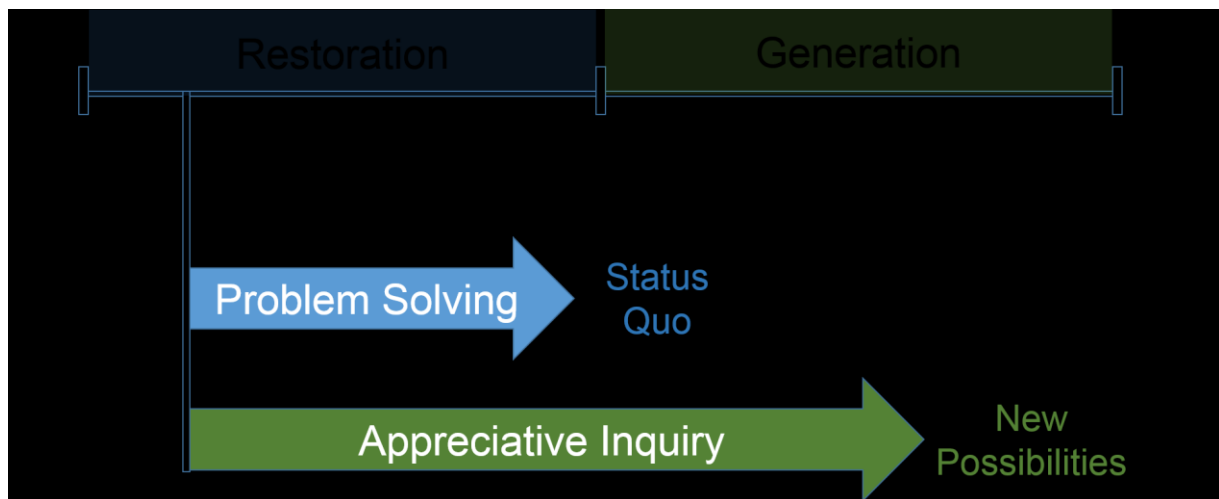
(3) The utilisation of linguistic descriptions as a mechanism for altering social reality may be considered naïve, idealistic and one which fails to account for wider socio-political power interests outside of the organisation (Smail, 2005). AI depends upon members of the organisation wishing for change to happen, rather than developing a resistance to it. This assumed pre-existing drive for change may be overstated in AI research, alongside bold claims that AI influences inter-group coherence and concordance (Akdere 2005; Aldred, 2011).

(4) Claims that AI empowers those who engage with it should also be treated with scepticism, as this power rarely comes with increased material resources or decision making powers. Instead of helping people, AI may shift the burden of responsibility of fundamentally structural and material problems onto those already burdened by them (Smail, 2005); this may be especially true in schools, where there is continuous pressure on teachers to raise standards. By ignoring potential structural and systemic causes of discontent, AI risks providing false-hope and perpetuating the belief that the power to change lies within. That said, AI does develop the paradigm of organisational change models beyond tokenistic consultation and constructs individuals more positively as “multi-dimensional and socially rooted being[s]” (Aldred, 2011, p.61).

(5) AI may ignore or even invalidate the negative experiences of those who participate. Negative discourses are often side-lined, re-interpreted, or otherwise managed by the facilitator, but this practice is not always productive and it can alienate participants (Bushe, 1995). AI theory treats critical dialogue within an AI Summit as a commentary

that reflects the shadow of an absent ideal (Fitzgerald, Oliver and Hoxsey, 2010). The intention is to engage stakeholders in an exploration of how the organisation can move beyond the basic restoration of normative operations, as commonly used in deficit models of organisational change. It instead orientates participants towards the generation of new possibilities and excellence, as illustrated in Figure 2 (Bright et al., 2006).

Figure 2: A comparison between Appreciative Inquiry and traditional problem solving approaches.



McNamee (2003) and Reed (2007) respond to this issue by suggesting that problems are more easily discussed and identified from an appreciative position: People are more likely to attend, feel included, and talk openly about what is problematic about the organisation when the context is free of censorship and scapegoating. This is likely to require skillful management from facilitators and there is a risk that some stakeholders may feel alienated from the outset. The purpose should be to explore ways in which any negative reports may be used constructively.

(6) AI fails to account for issues of power inherent in the relationships between people within the organisation and for naïvely believing that creative discussion about future

actions can be achieved without impediments or limits from others. Foucault (1977) recognises the notion of power as not something that exists as an entity in itself, but as a feature of co-constructed social reality; "No one can exercise the power without the collaboration of others" (Reed, 2007, p.85). These issues may be overcome by inviting those in a position of power and authority to participate in the process. If AI engages people in shaping a shared understanding of the world, then it must also engage with power in the same way. Whilst social constructionists may believe that organisational power is distributed through its culture, norms, beliefs and practices, it is worth remembering that the AI sponsors and participants may hold their own constructions about who owns 'the power' and what kind of power is being deferred. AI facilitators need to be sensitive to assumptions regarding power and should, where possible, encourage equality and altruism during the AI Summit, to ensure that that dialogue between stakeholders challenges established modalities.

(7) There is little clarity in AI literature regarding the ideal size, scale or duration needed for AI to be effective. It is typically undertaken as a whole or closed-systems intervention, but no attempt has been made to explore the minimum ratio or number of participants required for successful change to occur, nor is it known how many members of a system are necessary to generate scale-of-the-whole effects (Bushe, 2011).

Cooperrider, Whitney and Stavros (2008) make bold claims about the potential of AI to engage up to thousands of participants. Such claims are questionable since these processes depend on participants reaching a consensus of thought and are therefore unlikely to scale up indefinitely. A review of literature revealed wide variations of scale and duration in the delivery of AI for the purposes of organisational change e.g. a study by Calabrese et al. (2010) involved just nine participants, whilst Fifolt and Lander (2013)

claimed to engage over five hundred. Authors rarely make the process of inquiry explicit, but where evident the vast majority of participants only engage in the Discovery phase, with a core steering group then committed to the rest of the process. The time requirements of participating in an AI Summit are also likely to be problematic for schools as there is already a high level of demand placed on teachers' time and energy. Cooperrider, Whitney and Stavros (2008) recommend closing the organisation down and relocating to a luxurious venue for a two-day AI Summit, but such ideas are likely be dismissed as fanciful by the vast majority of school leaders and so any arrangements for AI in schools will require opportunistic planning, efficient delivery and optimal use of resources. Fortunately, the time scale for delivery of an AI Summit appears to be flexible, with some authors adopting the recommended two-day model (e.g. Harmon et al., 2012) and others scheduling hourly sessions over a nine months' period (e.g. Calabrese et al., 2010); both approaches are capable of generating beneficial outcomes. Such variation in delivery invite us to test whether AI is as robust as it seems and to explore the limits of its effectiveness in schools.

2.14 Research questions

The research questions acknowledge the content and issues arising from the literature review in Chapter 2 including uncertainties regarding: the contexts and mechanisms for social change employed by AI and the lack of clarity present in the literature about the ideal size, scale and pace necessary for AI inspired change to be effective, sustainable, and pervasive; and the effectiveness regarding the applicability of AI as a form of organisational development employed for the purposes of improving teacher well-being.

The following research questions were selected as the focus of this project:

- (1) What are secondary school participants' experiences of AI as an approach to organisational change?
- (2) How do secondary school participants' experiences of AI compare with current theory?
- (3) How effective is AI as way of facilitating organisational change to promote teacher well-being?

To answer these questions eight members of an AI steering group, that was intended to improve teacher well-being, participated in a focus group interview and shared their judgements and experiences regarding the process. Their responses were then thematically analysed using Fereday and Muir-Cochrane's (2006) hybrid approach.

CHAPTER 3. METHODOLOGY

3.1 Methodology

3.1.1 Epistemology

This project has been conceived from a critical realist epistemology within an explanatory case study design, for the purposes of contributing to AI theory development and practice. Critical realism is an approach to ontological, epistemological and axiological issues (Easton, 2010). The definition of critical realism used follows the work of Bhaskar (1986), Archer et al. (1998), Sayer (2000), Easton (2010), and Al-Amoudi and Willmott (2011). Critical realists accept that knowledge is relative within realist ontology (Al-Amoudi and Willmott, 2011). Fleetwood (2004) succinctly states that:

“...there is... no unmediated access to the world... Whenever we reflect upon an entity our sense data is always mediated by a pre-existing stock or conceptual resources which we use to interpret, make sense of, understand what is and take appropriate action” (Fleetwood, 2004, p.30).

Critical realism is distinct from the kind of epistemological relativism held by social constructionists and adopted by AI practitioners during an AI Summit. Critical realism assumes that we construe the world, rather than construct it (Bhaskar, 1986). In this way, the study of transient references to the world is thought to provide insight into possible intransient referents i.e., objects, laws and entities which exist independently of human ideas. This process involves retroduction, a process of inquiry regarding what must be true for particular phenomena to occur (Easton, 2010; Al-Amoudi and Willmott, 2011).

Critical realists establish contingent claims to truth by expressing compelling possibilities rather than certainties (Al-Amoudi and Willmott, 2011). These claims are based upon the judgments of people within a particular context i.e., their interpretation of the causes of phenomena as distinct from events and entities, whereas traditional scientific approaches assume that an impression of the world can be deduced through examination of independent and dependent variables (Bhaskar, 1998; Easton, 2010). The relevance of these ideas is applied to this research project and presented in Table 1 below.

Table 1: The relevance of critical realist notions of entities, causes and events.

Focus	Description	Relevance to this study
Entities	Characteristics of the setting in which events take place, typically reflecting people, relationships, resources, management styles etc., all nested within structures (Easton, 2010).	Entities of study may be best understood by presenting the data alongside a rich description of the context of study (as is common to case study designs).
Causes	CR purposefully examines the ordinary, pragmatic accounts of causality given by people in an event, i.e., “ <i>what makes it happen</i> ”, <i>what ‘produces’, ‘generates’, ‘creates’ it or ‘determines’, ‘enables’ or ‘leads to’ it</i> ” (Sayer, 1992, p.104).	Directly accessing participants’ everyday views of AI is important for understanding associated phenomena. These views are more powerful if they have been gathered using similar methods and in similar contexts to the event of interest, since meaning is often locally constructed (Sayer, 1992).
Events	The observable, visible behaviours of people, systems and things as they occur. CR differs from the majority of social science research by directly reporting what occurred, rather than discovering events through second hand accounts. Good case studies	To establish credibility, it is important to establish a full account of the context and outcomes of this iteration of AI. The generalisability of the outcomes will depend upon establishing the particularities of this AI. Such descriptions are likely to be

	therefore provide a first hand, rich account of events, with particular emphasis on processes such that the research can be understood and emulated by others (Easton, 2010).	best written from the perspective of a participant observer.
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3.1.2 Ontology

Sayer (1992), Bhaskar (1998), Feetwood (2005), Easton (2010) and Al-Amoudi and Willmott (2011) describe reality as stratified into three domains:

- (1) The *empirical*: Where experiences and observations are made and reported.
- (2) The *actual*: A combination of experiences and events “[that] may not be observed at all or may be understood quite differently by observers” (Easton, 2010, p.223). These interpretations must be *retroduced* and then empirically scrutinised.
- (3) The *real*: An amalgamation of experiences, objects and mechanisms capable of generating events which exist independently of our knowledge of them. These objects, whether natural or social, have particular ways of acting and susceptibilities (mechanisms).

This ontological position distinguishes this study from the vast majority of AI literature by attempting to gain contingent insights into real underlying processes generated by AI. Because it is assumed that the world is in flux, we are constantly required to revise our interpretations in order to understand it (Easton, 2010). As a consequence of the way that each discourse of practice engages with (and construes) social phenomena differently, to study AI in a school to promote teacher well-being may generate phenomena unique to that discourse of practice (Cohen et al., 2011).

Critical realism embraces the position that reality cannot be understood objectively and so retroductions from within each setting or environment must be logically and critically debated. Only the interpretations from multiple participants and researchers through different theoretical lenses can gradually develop our understanding of the external world (Woodside, Pattinson and Miller, 2005). This study is therefore just one example of AI in practice that aims to contribute to a growing understanding of the value of AI and its applicability to schools.

Retroductions exist in the everyday language, explanations and procedures we use to discuss everyday causes and effects and such discourses are commonplace (Sayer, 2000).

"[This] justifies the study of any situation, regardless of the numbers of research units involved, but only if the process involves thoughtful in depth research with the objective of understanding why things are as they are" (Easton, 2010, p.119).

3.2.3 Purpose

Critical realist methodology was applied to this study by adopting a qualitative design and collating data from a focus group of AI participants within the host school. This data was thematically analysed to present participants' thoughts about whether, how and why AI was an appropriate approach for improving teacher well-being.

The overall aim of the study was to evaluate the extent to which AI is transferrable to educational domains, as well as to explore whether it can be used to effectively promote teacher well-being. Critical realism is relevant to these aims because it is able to explore social regularities explained by underlying mechanisms, within a clearly identifiable context (Pawson and Tilly, 1997; Robson, 2002; Cohen et al., 2007).

This study explores AI as a form of social inquiry and evaluates its effectiveness as an approach for organisational development. AI is focused on the generative capacity of social interactions to form new relationships and to identify valuable resources that can be used to achieve intended outcomes. The process of AI was evaluated by providing an accurate and detailed account in a case study design. Bushe (2011) recommends that research relating to AI needs to move beyond acclamation and descriptive accounts and should contribute to theory development through an exploration of contingent underlying social mechanisms. To demonstrate sensitivity to the educational discourses of practice and to provide a first-hand account of events, I worked closely with participants in the role of Trainee EP and AI facilitator, whilst taking care to remain impartial when attempting to explain and interpret the research findings as directed by Boyatzis (1998) and Willig (2008).

In adopting a critical realist approach, I was conscious of the way participants categorised referents that may only be meaningful to school based practitioners (Al-Amoudi and Willmott, 2011). This point also defines the purpose of this study. To my knowledge prior attempts to understand AI have been predominantly within the business domain and so this research represents an extension of previous studies by exploring contextually relevant causal mechanisms at work within schools.

Finally, I envisage this research to make a contribution to educational psychology practice by spearheading the use of AI as a strengths based approach to school planning that raises awareness of the need to explore ways of promoting teacher well-being. It also raises awareness of critical realism as an emancipatory approach capable of informing political and social action (Fay, 1990).

3.2 Design

The methodological aims of this study were to examine Appreciative Inquiry within a single, explanatory, naturalistic, case study design. de Vaus' (2001) interpretation of case study design is that it provides a credible and transparent method for developing convincing causal explanations of the way that one set of events produces particular outcomes. Case studies are particularly useful for studying educational innovations because they allow a range of different perspectives and levels of analysis to be studied (de Vaus, 2001; Willoughby and Tosey, 2007).

Yin (1994); de Vaus (2001) suggest that identifying the unit(s) and objects of analysis demonstrates credibility of the research process. In this study a group of AI participants formed a single unit of analysis. Typically, case studies use multiple cases to triangulate data and warrant generalisable claims (Willig, 2008), but Silverman (1993) has argued that to generalise case study data undermines the essential role of context since meaning (and therefore entities, causes and mechanisms) are understood to be embedded in discourses of practice (Al-Amoudi and Willmott, 2011). While these views can be reconciled by adopting a multiple case study design within similar domains (or schools), this study used a single case and so it should be recognised that claims of generalisability to other settings are limited. In defence single case designs can constitute a critical test of any well-formulated theory and are appropriate for naturalistic studies where events are a product of real world events and contexts (Guba and Lincoln, 1994; Yin, 1994). The type of case study design adopted is explanatory. Explanatory designs provide a practical way to investigate causal mechanisms within a critical realist methodology, as they allow for both context and intervention to be

described in detail (Willig, 2008; Easton, 2010); nevertheless, the lack of comparative groups or triangulation is a recognised limitation of this study's design.

Critical realism requires researchers to directly report what occurred, rather than discovering events through second hand accounts (Easton, 2010). The design chosen allowed me to provide a quality, first hand, rich account of events, with particular emphasis on processes, so that it could be understood and emulated by others. The aim was to be transparent and accessible to readers who should be able to recognise the context in which the research took place. From this a fuller explanation for phenomena could be retroduced to allow idiographic as well as nomothetic causal explanations to be proposed (de Vaux, 2001; Easton, 2010).

3.2.1 Case study boundaries

As a naturalistic case study it was bounded in order to clearly define the object of study (Stake, 1995). The essential features of the context are described below. The event being studied was an AI Summit focusing on teacher well-being, using the established 4-D method developed by Cooperrider and Srivastva (1987); and advocated by Ludema (2001, see Figure 1 on p.41). Participants for the study were approached by the school AH who volunteered to participate in the 4-D AI Summit and a research focus group interview six months thereafter.

Consistent with case study design information related to the AI Summit was gathered throughout the process and considered for data value to help establish authenticity and credibility (Stake, 1995; Yin, 1994). The primary data source was collected from the focus group interview comprised of participants from the AI steering group. These data

collection methods acknowledge Creswell's (2009) recommendation that case studies should draw on multiple data sources in order to provide an enriched and complete account. Despite best efforts, any additional data collected was of insufficient quality to allow the outcomes to be fully triangulated and this too is a recognised limitation of the study design.

3.3 Research context: Heather View School

Heather View School is an urban, mixed sex, 11–18 age range, grant maintained school situated in Wales. There are 1600 students on roll, including around 300 sixth form students. Pupils come from a range of economic and social backgrounds that represent the city's ethnic diversity. The school is judged to have pupils with average levels of socio-economic deprivation according to the Welsh Government Index of Multiple Deprivation (2014).

The school has roughly one hundred teaching staff and one hundred support staff. The LT consists of a Headteacher, three Deputy Headteachers and three AHs. According to the Education and Training Inspectorate for Wales (Estyn, 2009), the LT has an established culture of self-evaluation that is driven by almost all leaders and managers at all levels. Estyn (2009) also claimed that there were strong, positive relationships and professional dialogues within the school that enabled teams to reflect upon their work and plan for improvement. Estyn (2009) reported that a strong ethos of respect, care and equality existed in the school, which were reflected the school's values, aims, objectives, and events scheduled to engage members of the local community. There is a history of reflective philosophy in the school, which has led to leaders and managers

welcoming responsibility and working well in both formal and informal groups.

Members of the LT shared that the arrival of a new Headteacher in 2012 ushered in a new authoritarian management style and they believed that this approach had undermined staff well-being throughout the school. A whole school staff survey completed in June 2013 showed that only 58% of staff agreed with the statement 'The school is well led and managed' and only 52% agreed with the statement 'The school values the contribution I make'. The LT reflected on issues raised in recent staff forum meetings and understood that something needed to be done to improve the well-being and general morale of staff within the school.

I approached the school in January 2014 with an offer to investigate any issues of concern as part of my doctoral study and the LT asked if I could investigate ways of improving teacher well-being in their school. Sensitive to differences in contexts between different schools, and therefore the limited transferability of advice generated elsewhere, I proposed AI as an organisational developmental approach that claims to positively empower participants, while investigating ways of developing the organisation for the betterment and purpose of those it serves. From this an evaluation of AI became developed into an object of research in its own right.

3.4 The Appreciative Inquiry Summit

As principal developers of AI this study draws on Cooperrider, Whitney and Stavros's (2008) most recent text as reference material for planning and implementing the AI Summit. Bushe (2011) warns that dilutions of AI which do not completely embrace its

five principles or the 4-D process that has come to define it, should not be confused with AI and so should not be used for research purposes.

Cooperrider, Whitney and Stavros's (2008) AI Handbook recommends first time facilitators provide adequate time; remain prepared to modify plans; and demonstrate patience and flexibility to the process. The handbook also provides details about how to design, lead and implement AI in *any* organisation through the careful planning of an AI Summit. AI Summits initiate dialogue between members of the organisation and invite them to discover and dream a new, more compelling image of the future. From these anecdotal images, human systems within the organisation are subsequently re-designed to realise that destiny (Cooperrider, Whitney and Stavros, 2008).

As AI facilitator I planned and managed the process which would later be evaluated. This ensured fidelity to approach as far as is practicable. Because AI "is designed to meet the needs and constraints of the organizations involved" [sic] (Cooperrider, Whitney and Stavros, 2008, p.54) it is feasible to run an AI over any period from a few days to up to a year.

The AI Well-being Summit engaged participants in the recommended stages and activities described in the work of Cooperrider, Whitney and Stavros (2008) and outlined in Table 2 on p.64. Reflections are provided to explain any deviations from the recommendations. An overview of the session content and resources are presented in Appendices 3A, 3B and 3C, and an overview of key exchanges and meetings throughout the research and AI Summit are presented in Appendix 6.

Table 2: A comparison of Cooperrider, Whitney and Stavros (2008) requirements of Appreciative Inquiry applied to the ‘Heather View Well-being Project’.

Phase	Definition of AI	Heather View AI: Well-being Project	Reflections of the process
Introducing AI to the organisation	1. Gain an overview of the purpose of the AI	A meeting was held with the school AH to discuss the topic and feasibility of research. The topic chosen was to investigate ways to promote teacher well-being.	This defined the focus of change. Some AI authors advocate that for change to be meaningful the topic focus of change should be decided and agreed by all participants in the steering group (Cooperrider, Whitney and Stavros, 2008).
	2. Define whom or what is the organisation to be changed	Initially the focus was ‘teacher well-being’, but this later metamorphosed into ‘school staff well-being’ as to use the term ‘teacher’ was considered divisive by non-teaching educators.	The focus of topic should have been explored and clarified before the AI Summit began to engage all participants.
	3. Negotiate who will lead the process and who must be involved	The project was led internally by the AH. Before the project began, it was presented to the LT and agreed by the Headteacher.	This internal project manager proved to be essential for organising venues and coordinating the steering group members.
	4. Identify the steering group responsible for giving voice to the organisation	The AH canvassed volunteers from school staff and members of the LT who had previously expressed an interest developing staff well-being.	The AI steering group was representative of staff in the school and included a mix of school leaders and teaching staff.

5. Introduce AI to the leadership, organisation or community – kick-off the project and maintain momentum.	A preliminary presentation was delivered to members of the LT on 12.05.14 to gain support and potential engagement in the project. This was followed by a 'Kick-off' workshop to the steering group participants on 12.06.14.	A whole-school presentation to the school may have made the project more meaningful to participants outside the steering group. This was not done because there was not enough time and because doing would interfere with daily school activities.
6. Identify the best form of engagement for the organisation: 'whole school summit', 'a whole systems inquiry', or a 'steering group' inquiry?	A 'steering group inquiry' approach was used because the project was targeted at one specific issue and that permission was granted by the Headteacher on the condition that it did not interfere with daily school activities.	A limitation of using a steering group inquiry is that it limits the potential for engagement across whole school systems. It therefore has a diminished potential for impact.
7. Select affirmative topics: 'home-grown', or 'pre-selected'.	The focus of organisational change was pre-selected in the very earliest stages of the project.	Power remained with the LT and this restricted the topics presented for discussion. This decision risked focusing on issues that could have been considered unimportant or invalid by the wider school staff as well as reducing their sense of ownership of the project.
8. Design an interview guide: who will create, pilot, refine, finalise and implement the interview?	I was the sole designer of the interview guide, relying on the guidance of Cooperrider, Whitney and Stavros (2008, p.107-116) and my own experiences as a teacher to make the content context specific. In the absence of a pilot and time, interviewers were given	Participants were denied ownership of the interview script. They may also have needed to understand and then explain the use of affirmative questions to non-steering group participants and this could have obstructed the Discovery interview process.

		pre-generated set of questions to ask rather than create their own (see Appendix 4).	
Discovery Phase	9. Develop an interview strategy: Who will be interviewed? Who will conduct the interviews? How many will be done? Over what time period?	<p>No formal strategy was developed. Instead members of the steering group were asked to conduct as many interviews with colleagues as they felt able over a two-week period.</p> <p>In a large, busy and complex school like Heather View, these decisions were left to each steering group participant's discretion.</p>	<p>Although AI Summits are not bound by the requirements of formal research, the general lack of an interview strategy meant that some members of the organisation may have been denied a voice in the process.</p> <p>Additionally, without a clear indication of numbers it is not possible to confirm whether the views being expressed in later stages of the process were representative of the wider school.</p>
	10. Interviewer training	Interviewer training consisted of steering group members pairing off to test run a trial interview. We discussed the experiences as a group and time was made available to answer questions.	This was useful for modelling the interview process and for discussing immediate concerns before the steering group interviewed the wider staff base.
	11. Story collection, sharing, meaning making: How will stories of 'best practices' be shared among the core-team?	A specific twilight session was held on 25.06.14 to allow steering group members to share the most powerful stories that they had heard during the interview process. This was done initially in small groups and later as a whole group.	This followed Cooperrider, Whitney and Stavros (2008, p.117) recommendation that sense making requires social constructionist processes that are best reduced by being presented through a creatively and / or visual medium.

	12. Mapping the positive core: How will this be done? Who will do this? How will it be communicated to the rest of the organisation?	The raw materials from the generative discussions in step 11 were mapped onto a wall display similar in design to an organisation 'PATH' (O'Brien, Pearpoint and Kahn, 2009) (see Appendix 5).	The use of PATH imagery may be potentially misleading for those who are already familiar with person centred planning tools. However it did have the potential to serve as a bold statement of intent regarding the organisation's future.
Dream Phase	13. Envisioning a better future: How, when, what questions will stimulate bold and playful dreaming? Who will be involved?	<p>All members of the steering group were involved in imagining a better future, on the basis of steps 11 and 12. Participants reflected upon the shared stories and powerful messages were shared and discussed.</p> <p>Through this process it was possible to identify and agree what it is that is important to the well-being of staff in Heather View School.</p>	Having a diverse steering group allowed a variety of school perspectives to be shared and debated, but this may have potentially marginalised those who may feel bound by modalities of practice that already exist within the organisation.

	14. Opportunity mapping: How will ideas from the dream phase be collated? Who will determine which will be pursued?	<p>I collated and analysed the outcomes from steps 11 to 13 to summarise, identify and visually represent six distinct opportunities for development based on the organisations 'positive core'.</p> <p>These ideas were emailed to the steering group to check that they accurately reflected our discussions. The dreams were then added to the PATH wall display. Before the Design phase began, participants voted for the opportunities/dreams they thought were most important.</p>	<p>The steering group voted for what they felt were the most pressing issues.</p> <p>A recognised weakness of this process is that this step did not engage the wider school (see step 6).</p> <p>It may have also been necessary to involve the Headteacher as person with ultimate authority on any decisions regarding the future direction of organisational change. This would avoid the possibility that the proposed changes would be blocked at a later stage.</p>
Design Phase	15. Design possibility statements: Who will write them? How will they be shared and validated by the community?	<p>Immediately following the 'Dreams to Designs' workshop held on 15.07.14. I collated and analysed the outcomes to write 'possibility statements' for the steering group to review, amend and agree.</p> <p>The term 'possibility statements' replaced Cooperrider's original term 'provocative propositions', a subtle change in wording endorsed by Cooperrider, Whitney and Stavros (2008, p.179) and intended to acknowledge the Headteachers ultimate authority and right to veto the direction of change.</p>	<p>Again there may have been a reduced sense of ownership for the steering group as I took on the role of writing up the 'possibility statements' on the basis of the steering group's contributions. This perhaps reduced the perceived trustworthiness of the outcomes among wider members of the school who may consider them to have been generated by outside (or expert) sources.</p>

Destiny Phase	16. Create innovation teams		At the time of data collection events had transpired that delayed the final phase of the AI process, interfering with the natural momentum created before the Summer break. These events included: A change in Headteacher, the beginning of a new academic year, various LT secondments, absent staff, and the announcement of an imminent Estyn inspection.
	17. Recognise innovation		
	18. Creation of an Appreciative Organisation		

3.5 Procedure

3.5.1 Recruitment

Participants for the focus group were sought for theoretical rather than statistical generalisation so no sampling frame was required (Millward, 2000). Eight volunteer participants were gathered from the twelve members of the AI steering group. These volunteers obviously shared the common characteristics of belonging to the same school having been drawn from participants from the AI Summit. Recruitment was managed by Heather View School AH, with expressions of interest received following an AI debriefing meeting held in May 2014. Participation in the research was not a compulsory requirement of participation in the AI and volunteers had a right to withdraw at any time.

3.5.2 Exclusion criteria

The study's exclusion criteria required that participants needed to have worked in the organisation for at least one year, on the basis that this is sufficient time to acquire enough experience of the organisation for the AI Summit to be meaningful (Coghlan, Preskill and Tzavaras, 2003). The primary data source were the views shared by the AI participants following the AI Summit. As participants reflecting on AI needed to have sufficient experience of AI to formulate an opinion about it, a further exclusion criterion was applied: that participants needed to participate in at least two of the three AI workshops and to have been a member of the AI mailing list where information generated during the AI Summit was shared.

3.5.3 Participants and consent

Each participant was free to choose whether they would like to attend the AI without attending the research component, or to participate in both. The purpose and details of the study were provided in written form and read to participants before the focus group began. This document refers to the British Psychological Society (2009) and BERA ethical guidelines (2011) as presented in Appendices 7A and 7B.

Twelve staff attended the AI 'Kick-off' and 'Discovery to Dream' summit meetings, while six attended the 'Dream to Design' summit meeting. Between AI Summit workshops participants received an overview of the meeting and were able to contribute to a summary of the outcomes. Eight participants attended the focus group interview to evaluate the process. The participants included 'Alan', a long standing member of the School Leadership Team and Acting Deputy Headteacher. Alan made a significant contribution to the focus group meeting and commanded respect and authority within the group. Although he listened to the views of others he is also likely to have influenced the direction of discussions within the focus group interview. 'Jenny' has responsibility for supporting students with their social, pastoral and academic progress of Post 16 students, and 'Kelly' and 'Tanya' are teachers of Mathematics. These three members made a relatively minor contribution to the focus group, although all contributed in some way. 'Michelle' the School Library / Learning Resource Centre Manager spoke out about the artificial divide between teaching staff and support staff both in the AI Summit and during the focus group interview. This may reflect real or imagined power differentials within the school community. 'Richard' is both the Numeracy Co-ordinator and a School Governor. He made a significant contribution to the focus group meeting and sometimes spoke as a representative for absent school staff members. 'Sara' also has a dual role as Assistant Headteacher and Head

of Student Support/Well-being. Sara's support was essential for coordinating the AI Summit and research project by organising the venues and ensuring all members of the team were invited. As a key contact between the EPS and school, Sara and I had a well-established working relationship prior to the research. Without Sara's support this project would have been ineffective as she was able to use her in-school relationships, status and insider knowledge to ensure the AI Summits were feasible; she also made a major contribution to the discussion. Even though I had some concerns that Sara had a vested interest in the project's success at the outset, she demonstrated a balanced, critical approach in her reflections and recognised that it did not need to be a 'success' for it to make a valuable contribution to knowledge. Finally, 'Ross', the school Director of Mathematics attended and made a minor contribution (see Table 3).

Table 3: An overview of the people attending the focus group meeting.

Pseudonym	Primary job role within Heather View School	Gender	Ethnicity
Rob	Facilitator of the 'Appreciative Inquiry: Well-being Project' (research author)	Male	White British
Alan	Acting Deputy Headteacher	Male	White British
Jenny	Teacher and Post 16 Head of Achievement	Female	White British
Kelly	Teacher	Female	White British
Tanya	Teacher	Female	White British
Richard	Numeracy Coordinator / School Governor	Male	White British
Michelle	Learning Resource Centre Manager	Female	White British
Sara	Assistant Headteacher / Additional Educational Needs Coordinator	Female	White British
Ross	Director of Mathematics	Male	White British

Drawing on members from different positions within the same school ensured that the data was contextually homogeneous, while providing an opportunity to recognise potentially contrasting views held by members from different positions within the

school, as advocated by Millward (2000). Low numbers of volunteers attending the focus group meant that stratifying the group to triangulate data was impractical. Because the overall sample pool was small, it was also not possible to continue to collate data using multiple samples until no new themes emerged. Instead the focus group data was drawn from a single, optimally sized, group consisting of eight participants (Albercht et al., 1993; Asbury, 1995; Millward, 2000). To do otherwise in a project of this scale would have necessitated a multiple case study design, or to have included participants from outside the steering group.

3.5.4 Location and setting

All elements of the research were conducted in the host school. Meetings were held at the end of the working day to meet the needs of the participants to convene in comfort at their convenience. Refreshments and facilities were available, as were suitable seating and table arrangements conducive for the purposes of the sessions.

3.5.5 Length of session

A standard meeting duration of one to two hours was used when planning the focus group schedule (Millward, 2000; see Appendix 8). It was necessary to keep the meeting as brief as possible to accommodate participants' personal commitments.

3.5.6 Moderator style and skills during the focus group

During data collection I adopted the role of moderator to ensure sensitivity to the research questions and methodological rigour as advised by Millward (2000). A welcoming approach was attempted with the provision of food, drink and friendly chat encouraged. Trust was established by referencing the University of Birmingham Ethical Approval process (presented in Appendix 9). The focus group was facilitated in a way that encouraged participants to share their views freely by introducing the research questions and then offering only unobtrusive non-verbal encouragement, statements of clarification, or further questions. Less talkative members were encouraged to engage through verbal non-verbal cues as advised by Millward (2000). The discussion flowed in a relatively unstructured way so when necessary participants were redirected to the topic by repeating the scheduled focus group question(s).

3.5.7 Questioning methods

A schedule divided the focus group into three sub-discussions, each related to one research question. Some discussions elicited responses that were transferrable across research questions. Semi-structured questions were 'stimulus structured – response free' (see Merton and Kendall's, 1946; Appendix 8). Participants were encouraged to explain their personal thoughts and feeling regarding each question e.g. "What are your thoughts or feelings about AI as an approach for planning change to promote teacher well-being?" Further exploratory questions encouraged participants to elaborate on their opinions beyond the superficial level to explore participant retroductions necessary for theory development within a critical realist epistemology.

Open questioning, listening skills, extrapolation of the implied, and the use of silence were all employed to encourage respondents to; formulate their answers, consider different aspects of the topic, tentatively explore topics, and encourage others to further articulate their thoughts.

3.5.8 Ethical considerations

Approval for this research was granted in line with the requirements of the University of Birmingham Ethical Review Process (2014) as presented in Appendix 9.

At the time of data collection six months had passed since participants had granted consent. This meant that it was important to refresh participants with the process to ensure that they fully understood the research aims, limits of confidentiality, and their right to withdraw their data for up to two weeks after data collection. In addition to the documents supplied at the beginning of the AI Summit, fresh copies of the information sheet and consent form were provided to participants at the beginning of the focus group interview (see Appendix 7). A further opportunity was given to clarify the details of the study before the focus group interview began (see Appendix 8).

In addition to the ethical considerations related to the research process, there are four main ethical concerns relating to the act of facilitating AI in a school to promote teacher well-being. AI is an unproven technique within a UK school based context for dealing with a specific issue. It has been used by Willoughby and Tosey (2007) more broadly as a tool for general school improvement and also by Doggett and Lewis (2013) to develop professional practice within an EPS, but there is little basis for recommending the approach as a valid approach for improving teacher well-being. The decision to embrace

an organisational approach is largely founded on my own personal beliefs about the causes of personal distress from reading the works of Smail (2005), Wilkinson and Pickett (2010), and Roffey (2012; 2015) among others. It is likely that well-being is more complex than this and requires both individual as well as social intervention. Consequently, AI should not be considered a replacement for any other existing staff support mechanisms operating within the school.

There is a risk that AI's intention to generate provocative propositions that challenge the school leadership could create discord. It is important to involve members of the LT, but not so many that it prevents non-leaders from making an effective contribution. In this instance the Headteacher declined to be involved and this created a risk that the proposals generated were blocked, or that momentum for change could become so great that it undermines the Headteachers authority. To compromise, a Deputy Headteacher attended to act as proxy for the Headteacher in discussions.

The AI Summit may be hijacked as a channel for participants to express their grievances, especially if they do not usually get to do so. Any illegal or unethical practices will need to be dealt with through school internal channels, or by the LA. Because pre-existing social dynamics exist within the school it will be unlikely that participants' contributions will reflect their genuine thoughts and feeling. This is further complicated by my own position as both the AI facilitator, school Trainee EP, data collector and the lens for data analysis. Participants would likely mediate their responses in light of their previous interactions with me, potentially distorting the credibility of the data. It is also important for me to remain reflexive, open minded and critical throughout the data analysis.

3.5.9 Right to withdraw and data handling

Participants were aware that their responses would be shared in a research paper.

Participants were able to withdraw from the project at any point without personal or professional consequences. Every effort was taken to protect the participant identity: participants' names have not been disclosed: to prevent data being linked with a specific participant a pseudonym was assigned to each participant to ensure that the names of respondents could not be linked to their contributions. A hand written code sheet that allowed participants to be linked to their identifying code was stored securely for two weeks following the focus group meeting to allow participants the option to exercise their right to have their contribution destroyed. No participants chose to do this. An audio recording of the focus group was taken to ensure accuracy. A pseudonym has also been used to identify the host school to prevent this study from being linked to the host school.

The focus group took place in a private school meeting room when there were no pupils on site. A sign was placed on the door to inform staff that a private meeting was taking place to prevent interruption. Participants sat around a large oval board room table with a microphone and recorder placed in the centre of the table. Products from the AI Summit sessions were placed on the table to serve as a reminder of the activities and discussions. Refreshments were provided and time was allowed for participants to socialise and relax before the formalities of data collection began.

Because other members of the focus group were able to hear the views of others it was impossible to guarantee that confidences shared would be respected. Although the

nature of the data being generated was impersonal, participants were reminded of the need to maintain confidentiality from the outset.

3.5.10 Storage, access and disposal of data

Data was kept and stored in accordance with the Data Protection Act, 2003. Data was recorded using a Dictaphone to preserve accuracy and then transcribed while omitting features that allowed participants to be identified.

3.6 Data analysis

Thematic Analysis (TA) is a process, as well as a way of seeing, making sense, analysing, observing and converting information from a focus group into data (Boyatzis, 1998). In this study TA was used to search for emergent themes within the descriptions of phenomena (Daly, Kellehear and Gliksman, 1997). This process required pattern recognition, conceptual flexibility, openness of interpretation, planning skills, systemic thinking and theoretical sensitivity to the subject of interest (Strauss and Corbin, 1990).

Themes were gradually identified and categorised for analysis through careful reading and re-reading of the data (Rice and Ezzy, 1999; Fereday and Muir-Cochrane, 2006). The main advantage to TA is that the outcomes are easily accessible to the educated public (Braun and Clarke, 2006). This makes it particularly useful for research that engages with participants as collaborators. TA is also a simple and flexible method of analysis compatible with social constructionism and critical realism.

To ensure future researchers are able to effectively synthesise and compare this study with others, the TA process is presented transparently and actively, thus bolstering claims to reflexive accountability (Attride-Stirling, 2001; Taylor and Ussher, 2001). TA is therefore presented as a systematic and formal method of data analysis (Boyatzis, 1998; Braun and Clarke 2006). It has status as a method or process in its own right (Attride-Stirling, 2001; Braun and Clarke, 2006; Fereday and Muir-Cochrane, 2006), with the specifics of the processes further defined (inductively or deductively) on the basis of the particular epistemological approach adopted (Boyatzis, 1998; Braun and Clarke, 2006; Fereday and Muir-Cochrane, 2006). Inductive approaches are data driven, while deductive approaches use pre-conceived codes generated from established theory in order to gain an interpretive understanding of the theory (Boyatzis 1998; Crabtree and Miller, 1999). TA is suited to CR methodologies and case study designs because it is sensitive to the broader social contexts and aspects of the data that can impinge on meaning (Willig, 2008).

Interpretive research requires a trail of evidence throughout the process that demonstrates credibility and trustworthiness, whilst its rigour is demonstrated by the integrity and competence shown in the methods used (Aroni et al., 1999; Fereday and Muir Cochrane, 2006; see Appendix 10). Claims to rigour in the data analysis are supported by adopting a recognised hybrid form of inductive and deductive TA as proposed by Fereday and Muir Cochrane (2006). This is further informed by methods described by Boyatzis (1998) and Crabtree and Miller (1999) as outlined in Appendix 11. While Braun and Clarke (2006) present inductive and deductive coding as worthy of application in their own right, Boyatzis (1998) outlines two situations where a hybrid approach is necessary: (1) For studies that use of a single unit of analysis, such as where

a single organisation or process is described and explained and (2) where no desirable criterion or variables are evident; both criteria are relevant to this study.

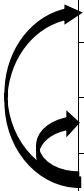
This study is presented as a realistic and somewhat critical examination of AI in an educational context akin to the approach taken by (Bushe, 2010, 2011). This approach is generally overlooked by AI researchers who typically adopt a deliberately affirmative and often social constructionist approach that often extends to participants' evaluations. AI research generally emphasises positive storytelling, experiences and interpretations of events (Cooperrider, Whitney and Stavros, 2008). It was hoped that contrary to common practice in AI literature, the use of a hybrid approach TA approach would allow for potentially silenced and unexpected views to surface, be explored, and be recognised, that may have otherwise become lost within quantitative or theory driven coding processes (Boyatzis, 1998).

3.6.1 Stages of data coding

I began the coding and theme identification process four weeks after data collection and two weeks after transcribing the data. This was intended to provide me with a 'fresh look' at participants' contributions unfettered by my own immediate thoughts and ideas generated during the focus group interview.

Fereday and Muir-Cochrane (2006, p.84) advocate using the process represented in Figure 3 to code the data. Note that stage 6 iteratively informs stages 3 and 5.

Figure 3: A six step process for performing a hybrid thematic analysis.

	Step	Process
	1	Develop a coding frame (deductively) from theory and the research questions
	2	Test the reliability of the codes
	3	Summarise data and identify initial themes
	4	Develop additional (inductive) codes
	5	Connect the codes and identify themes
	6	Corroborate and legitimise the coded themes

The process was also mapped onto the six stage process proposed by Braun and Clarke (2006) detailed in Table 4 to establish scientific rigour to the data analysis process. These authors stress that TA is a recursive and iterative process.

Table 4: Overview of the stages involved in the hybrid approach to analysis (compiled from Boyatzis, 1998; Braun and Clarke, 2006; Fereday and Muir-Cochrane, 2006). For adaptations and notes relating to this study see Appendix 11.

Phase	Description of the process important features
1. Familiarisation with the data.	Data analysis begins with the immersive process of transcribing the data and then carefully reading and re-reading the transcripts and noting the initial ideas.
2. Generation of initial codes	Systematically code Interesting features across the entire data set and collate data relevant to each code.
3. Search for themes	Collate codes into potential themes and gather all data relevant to each potential theme.
4. Review themes	Check if the themes work in relation to the coded extracts and the entire data set. Then generate a thematic map of the analysis.
5. Define and name themes	On-going analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Produce the report	The selection of vivid, compelling extract examples that relating back to the research questions and literature.

3.6.2 Code development

Developing a coding frame is essential before deductive analysis can begin (Boyatzis, 1998).

Coding frames serve as a data management tool, allowing segments of data to be organised into similar categories during interpretation (Crabtree and Miller, 1999). The initial coding frame was written with reference to Boyatzis (1998, p.45-51) and Fereday and Muir Cochrane, 2006, p.85). They identify:

- (1) The code label or name,
- (2) The definition of what the theme contains and
- (3) A description of how to know when the theme occurs.

Codes used for the initial stages of the TA were developed using a theory driven approach based upon the amalgamated works of Cooperrider, Whitney and Stavros (2008), Whitney and Trosten-Bloom (2010) and Bushe (2011). This produced eight categories that formed the 'theoretical coding frame'. A ninth possible theme that refers to as the spiritual or "life giving properties of social systems" (Bushe, 2011, p.94) was omitted due to its absence in the majority of AI literature. The resultant codes were:

- (1) Generativity
- (2) Appreciative Inquiry as Intervention
- (3) Re-shaping Organisational Identity
- (4) Dreaming of a Better Future Together
- (5) Pride, Positivity, Happiness
- (6) Building on Strength
- (7) Engagement
- (8) Inspires Improvisation (see also Appendix 13).

An example of the codes relating to ‘Generativity’ and ‘Dreaming of a Better Future Together’ are presented in Table 5.

Table 5: Two examples of theory-driven codes used in the TA.

Code: Generativity	
Definition	Development of imaginative competence to change people’s habitual styles of thinking as a consequence of AI.
Description	A combination of imagination and reasoning to produce socially constructed ‘new’ ways of thinking and knowing. References to the challenge of pre-existing background assumptions and rules of analysis that have historically defined the organisation or discourse of practice.

Code: Dreaming of a Better Future Together	
Definition	Discourse around the impact of AI in creating a positive image of the future that is then useful as a catalyst to planning change.
Description	AI inspired discourse and collective imagination about an ideal future that provides clarity of direction and enables members of the organisation to move towards it in their everyday actions. References to inspired, passionate thinking about the future and visionary leadership to unleash the dreams of all people at all levels in an organisation. The creation of a safe place where large, diverse groups of people can engage in dialogue about the future.

Once a coding frame was decided it was necessary to determine its functionality and suitability for the data (Boyatzis, 1998). My supervisor was invited to code the item to ensure the codes were rigorous and the results were compared for consistency. No modifications to the coding frame were required. The rest of the process followed the phases outlined in Appendix 11.

3.6.3 Identifying themes

In analysis the themes were considered to:

“captur[e] something important about the data in relation to the research question and represent some type of patterned response or meaning within the data set”

(Braun and Clarke, 2006, p. 82).

Often themes are based upon recurrence and importance (Buetow, 2010). Content analysis is not the aim of this TA so a single important comment may contribute to theme development (Fereday and Muir-Cochrane, 2006); similarly, recurrence within a data source alone is not insufficient to warrant evidence of a theme (Bryman, 2012). Contradictory or conflicting evidence may also be presented, or group dynamics may oppress participants from expressing their beliefs (Cohen et al., 2011). These reflections were considered during the process of linking initial codes to themes and Braun and Clarke (2006) suggest that the researcher’s judgment needs to be flexible and consistent throughout analysis. Once the preliminary themes were identified my supervisor and the AI steering group members were given the opportunity to independently review the data and confirm the accuracy of the themes.

3.7 Quality assurance

There is no established consensus for the way in which qualitative investigations should be evaluated and so various criteria were compiled from a range of authors including; Guba and Lincoln (1994); Elliott, Fischer and Rennie (1999); Yardley (2000); Robson (2002); Willig (2008); and Tracey (2010). These criteria are presented in Appendix 10 alongside a summary of my efforts made to address them in this study.

To establish trustworthiness in the data handling process I followed Braun and Clarke's (2006, p.96) fifteen-point checklist for conducting good TA throughout the analytic process (see Appendix 14).

3.8 Interpretation of the findings

The findings reported in Chapter 4 and corresponding evidence for each theme were presented alongside data extracts from the transcript to strengthen the transparency and validity of the report. During interpretation Braun and Clarke's (2006) advice was followed, to: examine the data beyond the semantic or surface level; interrogate what themes *actually* mean; consider the underlying assumptions and implications of each theme; present the conditions from which they emerged; understand what gave rise to the data; and to consider why people talked about the phenomena in a particular way. Once the findings were gathered an analytic narrative was presented to link the research themes to the research questions within the confines of the literature explored in Chapter 2. Arguments were then developed in relation to the research questions and consideration was given to how the findings were able to contribute to theoretical generalisation and AI theory development.

CHAPTER 4. DISCUSSION AND ANALYSIS OF RESULTS

4.1 Chapter overview

This chapter presents and applies the identified themes gained from Fereday and Muir-Cochrane's (2006) hybrid TA to the research questions. The inductive phase of the TA identified three new themes regarding the threats regarding the use of AI in schools. These new themes added balance to a plethora of otherwise positive reports on the use of AI available in research and offer a contextual understanding about how AI may be perceived by participants when applied in secondary schools to improve teachers' well-being. Validation of the identified themes was provided by the host school as recommended by Fereday and Muir-Cochrane (2006).

Identified sub-themes represent "themes within themes" (Braun and Clarke, 2006, p.92) and are used to give the data structure. In some instances, theory generated meta-themes have also been identified to group together themes that share similar principles.

Data extracts related to each theme demonstrate authenticity and help readers to appreciate and understand where the themes have come from as advocated by Braun and Clarke (2006), and Tracey (2010). The context of these extracts is retained by including a reference to the line numbers taken from the transcription (see Appendix 12). Punctuation has been added and repeated words have been omitted from the data, in a way that preserves the speaker's intended meaning. The original syntax has been maintained, participant names replaced with pseudonyms, and any additional words added to clarify meaning appear presented in [square brackets].

The themes are presented and discussed with reference to the study research questions presented in Chapter 2. In summary, the aim of this chapter is to provide "a concise,

coherent, logical, non-repetitive and interesting account of the story the data tells within and across themes” (Braun and Clarke, 2006, p.93).

4.2 Presentation of themes

The focus group shared insights into the impact of AI on school decision making, culture and practices. An overview of the eleven themes identified are presented in Table 6 alongside their corresponding sub-themes. This is intended to provide a free, unfettered and open look at the data, without direct reference to the research questions. A more detailed presentation of the definitions and descriptions generated for each theme is available in Appendix 13 and a final thematic map is presented in Appendix 16.

Table 6: An overview of the themes and sub-themes identified from the data.

	Theme	Sub-theme
Meta-theme: Social Constructionism	Inquiry as Intervention AI is both a process for planning change and an intervention in itself. Change begins when people think, talk, discover and learn from each other. AI initiates change by creating new dialogues within the organisation.	AI helps to discover shared values.
		AI has a clear methodology.
		AI is an effective process.
		AI creates opportunities for new dialogues within the school.
	Generativity AI uses collective imagination and reasoning to generate original ideas.	AI interrupted habitual thought processes.
		AI is a democratic and egalitarian approach.
	Re-shapes Organisational Identity AI uses deliberately affirmative language to re-write organisational identity.	AI provides an opportunity to re-think established ideas and practices and develop shared ideals.
		Some non-steering group members were suspicious about attempts to ‘re-write organisational history’.

Meta-theme: Liberation of Power	Anticipatory Reality AI Inspired discourse and collective imagination about an ideal future and enabled participants to move towards it in their everyday actions.	AI helped participants to imagine the future with renewed purpose and create a 'bonded statement.' This shared ideal served as a catalyst for change.
		The 'bonded statement' is useful for future decision making.
	Positive Affect AI endorsed feelings of social bonding, rapport, hope, inspiration and enjoyment, happiness, positivity, pride and facilitated new relationships.	AI provided an opportunity for social bonding and developed a greater sense of togetherness within the steering group.
		AI is an uplifting experience / process.
	Builds on Strengths AI focuses attention on pre-existing positive traits and processes that members of the organisation want more of and uses this to create momentum for change.	AI allows participants to discover the organisations real strengths.
		AI allows participants to appreciate and develop what already exists.
	Engagement AI encourages widespread engagement with stakeholders to gain their ideas and views.	AI encourages equality by allowing non-leaders to express their views.
		There was a lack of engagement outside the steering group.
		A deliberately affirmative approach may be seen as a threat to participants who want their concerns recognised.
	Inspires Improvisation AI creates conditions where individuals become motivated to self-organise projects that move the organisation towards a positive image of the future.	AI drew attention to important 'little things' that can be changed.
		AI inspired small, improvised changes among managers.
		Inspiration and motivation for change was limited to the steering group.
		The group felt there was a risk that bold ideas could be blocked by senior managers.

Meta-theme: Potential Threats	Time and Commitment Costs AI requires time, money, or other special resources.	AI requires time and energy from a broad base of staff for best results. These things are scarce in schools.
		Over time the school's needs can change significantly and AI planning may quickly be outdated as attention shifts to new organisational challenges.
	Ignores Problems AI may be seen as ignorant to staff concerns, or perceived as generally out of touch with everyday realities.	AI may be perceived as deliberately ignorant of grievances.
		AI cannot address structural problems.
	Evaluation Difficulties Special consideration needs to be given to evaluating AI outcomes.	It is difficult to distinguish the causes of changes brought about through AI from other potentially confounding variables. This may make it difficult to justify to school leaders.
		AI created subtle changes in thinking and self-organising processes.

The above themes represent just one way in which the data could be interpreted and it is possible that a purely inductive analysis would have probably created an alternative configuration of themes.

There was evidence to suggest that AI operationalises the eight mechanisms for organisational change as proposed by Cooperrider, Whitney and Stavros (2008), Whitney and Trosten-Bloom (2010) and Bushe (2011):

1. Inquiry as Intervention
2. Generativity
3. Re-shaping Organisational Identity

4. Anticipatory Reality
5. Positive Affect
6. Builds on Strengths
7. Engagement
8. Inspiring Improvisation.

Participants critiqued the AI as applied to Heather View School and shared thoughts that may inform the use of AI in schools generally, in particular difficulties relating to re-shaping organisational identity; staff engagement; and ability to inspire improvised change across the whole school. Three potential threats were also identified, including:

9. Time / Commitment Costs
10. Ignorance of Problems
11. Difficulties Evaluating the Impact.

Inconsistencies between participant experiences and AI theory are now considered with reference to each of the research questions.

4.3 Response to research questions 1 and 2: What are secondary school participants' experiences of AI as an approach to organisational change? How do secondary school participants' experiences of AI compare with current theory?

4.3.1 Meta-theme: Social Constructionism

The mechanisms for change in AI can be understood using three established theoretical levers proposed by Cooperrider and Whitney (2005), Boyd and Bright (2007), Whitney

and Trosten-Bloom (2010) and Bushe (2010; 2011). These levers are represented within the themes ‘Inquiry as Intervention’, ‘Generativity’, ‘Reshaping Organisational Identity’ and ‘Anticipatory Reality’ (see Figure 4). They have been organised under the meta-theme ‘Social Constructionism’, the idea that social systems create and determine their own reality (Gergen, 1978; 1999). Cooperrider, Whitney and Stavros (2008) note that the most positive principles of AI flow from its social constructionist philosophy. AI helps people to take control of their destiny by discovering the best of what is already present and taking that forwards towards a co-constructed ideal of the future.

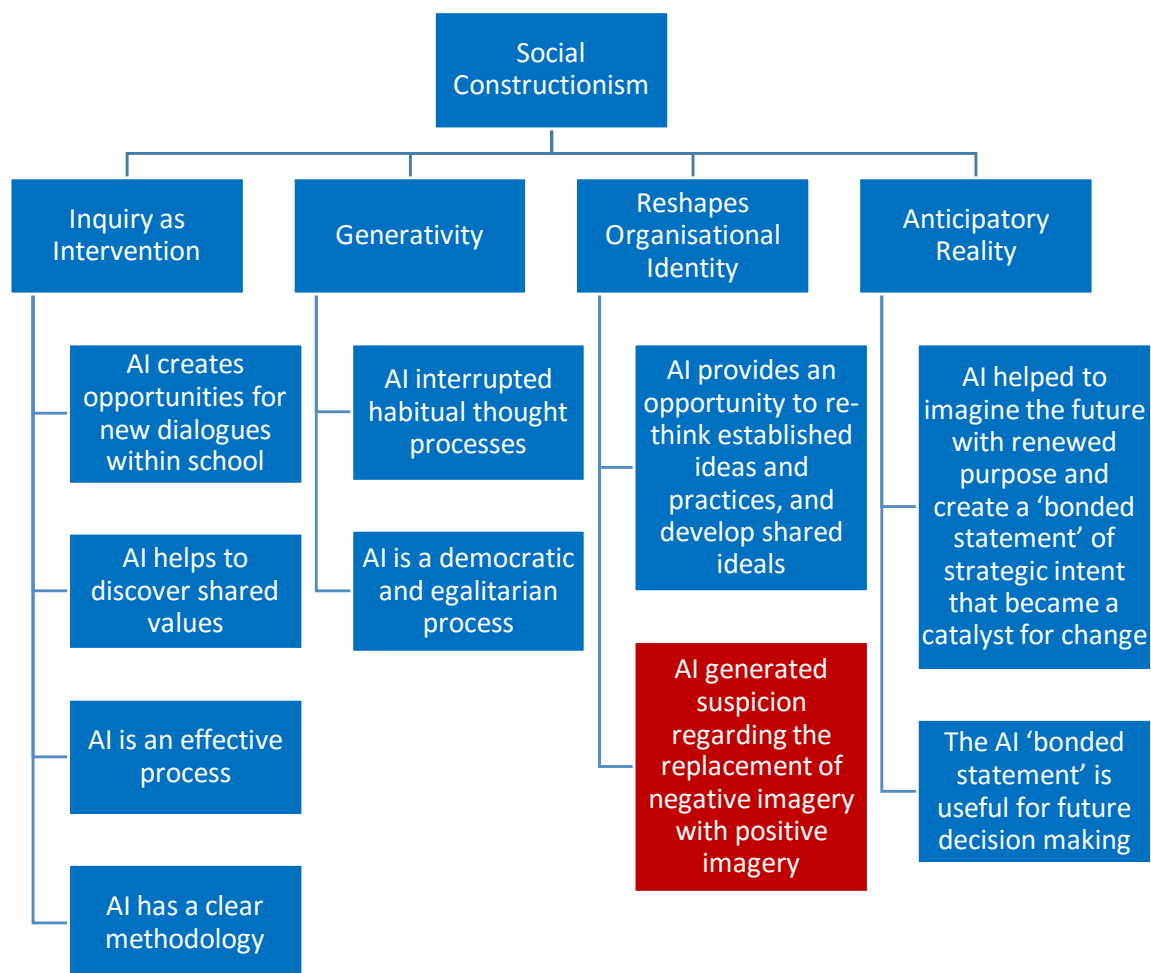


Figure 4: Meta-theme of ‘Social Constructionism’ incorporating the themes of ‘Inquiry as Intervention’, ‘Generativity’, ‘Reshaping Organisational Identity’ and ‘Anticipatory Reality’ (possible threats to applying AI in schools are highlighted in red).

Participants provided evidence that generally supported the themes identified in Figure 4. They also identified a potential threat to using the approach relating to efforts to develop an alternative school identity. Some participants questioned whether social constructionist principles would resonate with the majority of teachers and whether they could be reliably applied throughout the school.

4.3.1.1 Theme: Inquiry as Intervention

Participants construed AI as both an approach for planning organisational change and as an intervention in itself when used to promote teacher well-being. The simultaneous impact that inquiry has on participants' thoughts influenced the change process. This highlights the value of asking purposeful questions when planning organisational change. Cooperrider, Whitney and Stavros (2008, p.9) refers to this mechanism as the simultaneity principle. Ludema, Cooperrider and Barrett (2001) have also stressed the importance of asking organisation members questions to facilitate change processes and Bushe (2011) argued that the simultaneity principle is so important, that to rush the planning and delivery of the Discovery and Dream phases can undermine the entire process.

Participants recognised AI as an informed, evidence based intervention, with a logical structure and distinctive philosophical underpinnings. The resultant 'interactive' nature of inquiry interrupted conventional school decision making processes and prompted participants to engage in fresh dialogue with colleagues. Cooperrider, Whitney and Stavros (2008) argues that the process of articulating questions and having one's own best experiences heard helps to create a shared idea regarding the organisation's

Positive Core. These activities were considered effective at giving people who would not normally be consulted a voice and helped to foster new organisational relationships (Whitney and Trosten-Bloom, 2010). The Discovery phase scaffolded these new interactions by allowing personal questions to be asked related to teachers' best moments in school; these views may not have otherwise been shared. This process may have positively influenced well-being in itself by personalising teachers and enabling managers to understand their motivations and idiosyncrasies (Eakin and MacEachen, 1998). AI informed interactions contributed to decision making in a way that would not have occurred ordinarily. They were positively viewed as an echo of what motivates teachers in Heather View School and hearing these stories contributed to positive feelings within the steering group through shared disclosure. Overall the process was considered to be inclusive, methodical and enabled better grounded decision making than that which was ordinarily practiced.

"In itself it had value, that you got an opportunity to talk to somebody you didn't know." (Ross, line 241)

"Yeah and also... share those... experiences and that positivity. But, yeah just the... outwardly just being sociable with someone, that actually you might not speak to in a positive manner as well." (Jenny, line 242)

"And we found the answers came from, they came from conversations..." (Sara, line 258)

AI may be considered a new way of working that enables greater collaboration between school staff and decision holders in a way that develops feelings of affirmation. It also provides participants with a greater perspective of the whole school as advocated by

Dickerson and Helm-Stevens (2011) and provides all participants with a fresh perspective to inform decision making. It helps to identify what really matters to the teachers' well-being and the school's unique distinctive capabilities as though viewed for the very first time (Bushe, 2011). This 'positive core' of strengths was then used as a source of inspiration that kindled the steering group's 'generative capacity' by replacing their assumptions about organisational culture; thus motivating some members to action (Gergen, 1978; Bushe, 2010).

4.3.1.2 Theme: Generativity

Bushe (2007; 2011) claims that AI meets Gergen's (1978) criteria for generative capacity by:

"Challenging the guiding assumptions of the culture, to raise fundamental questions regarding contemporary social life, to foster reconsideration of that which is 'taken for granted' and thereby furnish new alternatives for social actions." (Gergen, 1978, p.1346).

AI proponents consider generativity to be central to the effectiveness of AI in bringing about transformational change. Bushe (2007) argues that it grants participants the freedom to pursue new ideas and inspires their collective aspirations. This in turn shapes their social constructions of reality and introduces alternate courses of action. In this study participants recognised the centrality of AI Discovery and Dream phases to provide opportunities to think differently from their typical established patterns of thought and this stimulated their imagination to new ways of working:

“We [usually] just talk about school as it is today and what could we do better, but actually when you stop and have to think, ‘Okay, when was I happy?’ ‘Why did I feel that way?’ and [then you] take it from there.” (Sara, lines 119-121).

Participants acknowledged that a unique feature that contributed to the reflective process was its use of egalitarian principles. Some members felt that this new egalitarian approach did not go far enough and that the project topic needed to involve a wider range, and greater numbers of staff, if it was to be recognised as a valid alternative to established practices and processes within the school:

“[AI gives] everybody has a chance to say what they really feel regardless of your role within the school.” (Sara, line 547).

Generative thinking is intended to generate spontaneous, unsupervised dialogue between participants (Bushe, 2007) and this was thought to have occurred throughout the school during the AI period. AI also enabled the steering group to imagine a preferred future and it encouraged creative thinking about what could be done to move the organisation onwards (Doggett and Lewis, 2013). There was also a great deal of dialogue that occurred during the AI Summits themselves that indirectly led serendipitously to individual social actions. Participants did not recognise such action as ‘whole school change’, perhaps because little time and few resources were dedicated to the final stage of the AI-4D Cycle (Design to Destiny) due to unanticipated changes in school priorities.

4.3.1.3 Theme: Reshaping Organisational Identity

Participants explained that their shared discoveries from AI had brought members of the steering group together and helped them to create a shared vision of a preferred future based on an appreciation of what matters to teachers. This finding conforms to the purposes of the Discovery and Dream phases of the AI process, in particular Cooperrider, Whitney and Stavros (2008) notion of the Poetic Principle. This gave the steering group a positive sense of direction for planning change and for creating a more positive school identity. Participants suggested that this new appreciation needed to be shared more widely across the whole school if it was to develop a united sense of purpose among school staff:

“I mean, we can see it because we've been focused on it, does it need to become a wider thing [across the school]?” (Michelle, line 528);

“Yeah it does need to become a wider thing, you need that 'bonded statement' for people to consider what they're doing so that when things aren't glowing and as bright as they are at times...” (Alan, line 529).

Some participants thought that the deliberate attempt to replace teachers' established understanding of their school's identity with a more idealised vision, risked alienating those with genuine grievances. This criticism of AI is explored in Bushe (2011) who explains that attempts re-write organisational identity can invalidate participants' negative organisational experiences. It also suggests that some teachers somehow possess a maladaptive understanding of their circumstances that is unproductive and unrealistic. Cooperrider, Whitney and Stavros (2008, p.17-22) argue that negativity is a collective cultural tendency to examine deficits rather than strengths, thereby distorting

our view of the world and preventing organisations from reaching their full potential. Deliberately affirmative action is required for such ‘misperceptions’ to be transformed positively through social constructionist processes, yet in doing so Cooperrider, Whitney and Stavros (2008) advise that AI facilitators adopt an authoritative position by actively reframing negativity until it fits the AI approach. Participants felt that this kind of intervention could inadvertently reduce levels of engagement and repress potentially important and meaningful conversations that need to be heard by school decision makers. If so, it could prove to be a potential threat to the ability for school leaders to enact the outcomes of an AI Summit:

“...everything we did had a positive spin on it, didn't it? And I think there might have been more engagement if people were allowed to be negative if that makes sense?” (Kelly, line 549).

Cooperrider, Whitney and Stavros (2008) argues that positive imagery is central to explaining how successful an AI is likely to become, however, it may be unrealistic to assume that all members of the school would be willing to share the same ideals simply because they have been revealed. The processes which intend to generate positive imagery during AI may surface repressed or censored thoughts and feelings, potentially leading to internal conflict (Fitzgerald, Oliver and Hoxsey, 2010); this study found no evidence to warrant these concerns. Participants were initially cautious regarding the potential of AI to divide staff, or to set teachers and managers against one another rather than unite them under a shared vision, but they were pleasantly surprised by the degree to which they agreed a shared positive image and did not find any unresolvable or competing agendas with regard to the topic of teachers’ well-being.

The issue as to whether AI should use unconditionally positive questions, or engage in a blend of positive and negative discourses, is unresolved. Ludema, Cooperrider and Barrett (2001) claim that the language of inquiry should be positive if it is to create a positive vision of the future and move the organisation in that direction, as the nature of inquiry shapes the kinds of relationships that form. If so this rationale needs to be communicated across the whole school if it is to successfully engage a broad base of staff. Teachers may also need to be persuaded to be open minded and altruistic in their efforts to create a harmonious positive vision of their school's future as it may otherwise be tempting for some teachers and school leaders to use an AI Summit to further their own agendas. At the same time teachers may also need to feel reassured that in doing so that their personal concerns will not be overlooked outside the process as AI does not replace existing channels of support for staff. The data from this study suggests that Cooperrider's (1990) heliotropic hypothesis i.e., the idea that people are automatically drawn towards positive images of the future, should not be taken for granted.

4.3.1.4 Theme: Anticipatory Reality

The concerns raised by participants regarding the potential defensiveness and resistance to change among wider school staff may be explained by Boyd and Bright (2007). They observed that resistance to change is often a consequence of problem based approaches. This means that anticipated resistance to AI inspired change may be an expectation rather than a reality. An inquiry into what is possible is able to open peoples' minds to the benefits of change and the steering group agreed that developing a strong vision for the future was

also important for creating these conditions. Bushe (2011) posits that often conservative, negative and defensive positions held by members of the organisation are strongest and that an essential mechanism for a successful AI is the ability of the steering group (and facilitator) to be sufficiently positive enough to overcome the natural tendency to focus on negativity.

Participants speculated that the benefits of getting everyone in the school to recognise and agree a shared aspirational and positive anticipatory reality were that actions could be implemented:

"...without too many barriers... [or] people causing issues, because they've collectively... got into it, that we are still focused on the principles that we agreed"
(Alan, line 725).

There was also agreement within the steering group that the creation of a positive image had tangible benefits for future planning processes, even for topics that had not arisen during the AI itself. Such an image could serve as a test when considering whether a project brings the school closer to its anticipated destiny:

"...It gives you a much clearer picture of what you need to do, doesn't it?" (Alan, line 396);

"...It's a mission statement. You've got, got to get, your 'buy in' from staff isn't it? Your reminder, what you've agreed to. This is your mantra, so if there is something that's really important you're going to do it within school [you can ask yourself] 'Does it fit, or before I do this, will it?' Then that statement then has real power, because it is asking questions of people." (Alan, lines 456-460).

The steering groups also thought that the anticipatory reality was valid and authentic, having been developed in response to contributions from the school community. This helped to engage the steering group in a shared sense of purpose:

“What surprised me was a sense that although we were working in small groups, that when we came back we actually all had a common themes that came through.”

(Michelle, lines 317-319).

Whitney and Trosten-Bloom (2010) and Bushe (2011) consider the engagement of large numbers of stakeholders to be a critical lever for effective organisational change and that this is reflected in the characteristic intention of AI to harness the widespread engagement of participants during the discovery and imagination of a more positive future. In this study, these ideas were successfully synthesised into a shared vision, which was transformed into a number of realistic proposals with the potential for action. However, levels of engagement among wider school staff were very low.

4.3.2 Meta-theme: Liberation of Power

An important meta-theme identified in this case study, congruent with AI theory, is the liberation of power during the change process (Bushe, 2011). This study also found evidence to support Whitney and Trosten-Bloom’s (2010) ‘freedoms’, many of which are represented within the themes: Engagement, Builds on Strengths, Positive Affect and Inspiring Improvisation (see Figure 5).

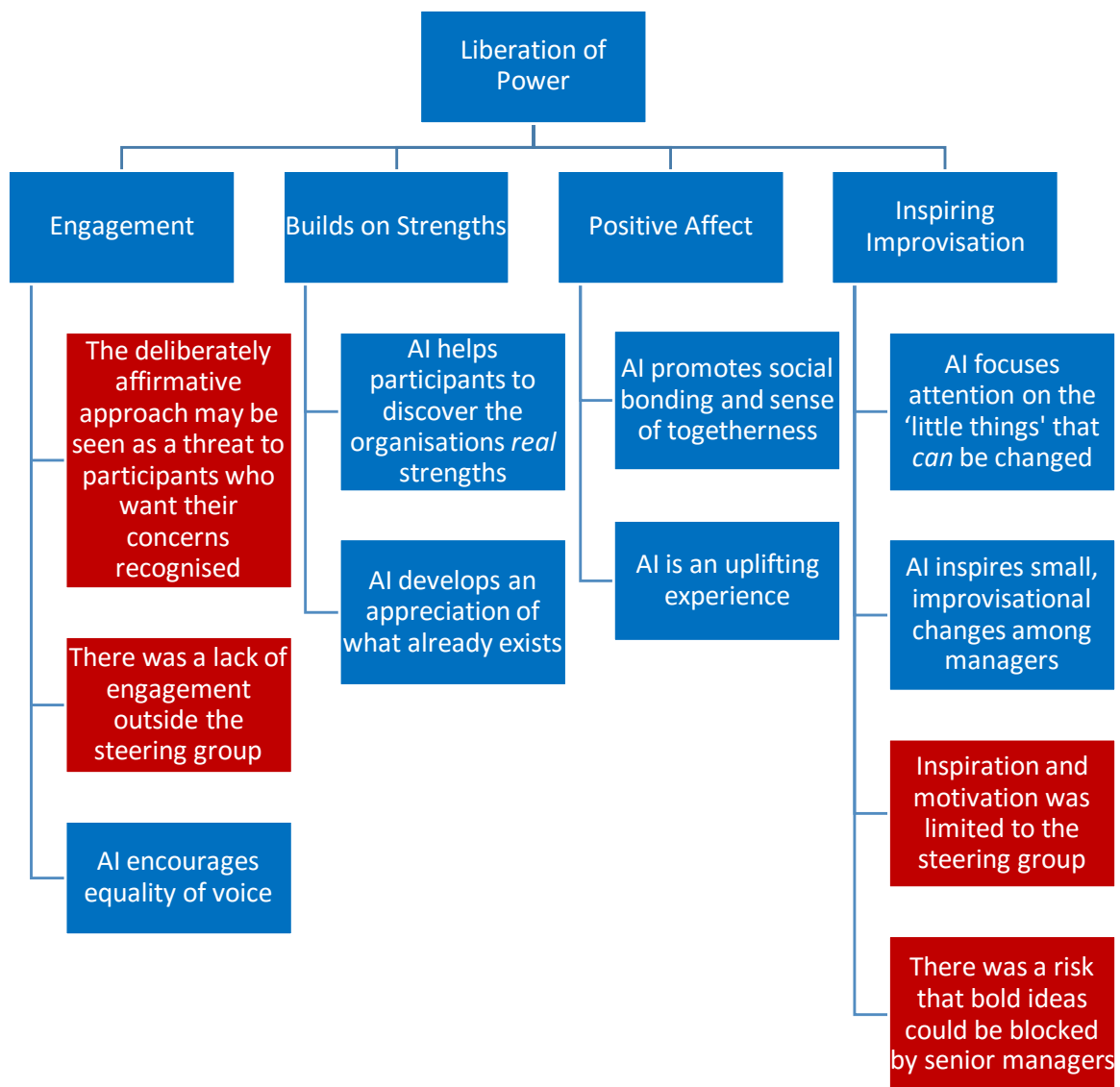


Figure 5: The 'Liberation of Power' through the 4-D cycle (possible threats to using the approach in schools are highlighted in red).

4.3.2.1 Theme: Engagement

Being heard is relational. It requires someone to actively listen with sincerity and empathy. Participants who heard their colleagues' stories found that it helped them to generate new ideas. The steering group also came together into a cohesive unit through what was described as:

“The nicest, it’s the calmest sort of interactive approach that I’ve seen” (Alan, line 228).

Its epistemological focus on human experience lent itself to engaging people in discussions about organisational culture, hope, aspiration and well-being (Cooperrider, Whitney and Stavros, 2008; Whitney and Trosten-Bloom, 2010; Bushe, 2011). During the process, AI modelled broad participation and provided opportunities for non-leadership members of the school to discuss school improvement on a relatively equal footing with the school’s leaders. Whilst this was mentioned as a strength of the approach, there are likely to be real limitations to this power: School leaders may continue to dominate discussions, junior staff members may withhold their contributions and the Headteacher still retains ultimate authority on whether any particular project is initiated. The deconstruction of hierarchical systems during the AI Summit was adapted and applied more widely throughout the school to Staff Forum meetings and the Teachers’ Learning Community meetings. A generalisation of these principles to other aspects of school life may have promoted greater collaboration between teachers and school leaders. This has the potential to address teacher isolation and improve well-being through collaborative action as advised by Hargreaves (1998). Teacher learning communities are known to empower teachers and allow them to gain moral support, coordinate action, reflect on their practices and innovate (McLaughlin and Talbert, 2001; Dickerson and Helm-Stevens, 2011). These changes relate to Whitney and Trosten-Bloom’s (2010) ‘Freedom to be Heard’ and ‘Freedom to Contribute’ through the creation of opportunities for staff to make decisions, as well as to contribute to organisational decision making processes. They are also known to improve feelings of control and reduce feelings of work-based stress (Karasek and Theorell, 1990).

More generally throughout the school there was a sense that school staff was hopeful about the future and anticipated positive change. The steering group were concerned about how to best use this potential energy to increased teacher engagement and felt there was pressure to meet heightened expectations. Participants accredited this impetus for change primarily to the resignation of the Headteacher, but the approach did provide a model for managing how some decisions could be distributed and liberated throughout the school:

"...I think the process does give you a mode by which you can engage everybody... I think that is a really important aspect, probably the most important aspect, because when everybody is engaged... you've then got a chance to get over those really tough times." (Alan, lines 722-723).

Whilst Cooperrider, Whitney and Stavros (2008) argued that AI intrinsically builds a commitment from a wide range of stakeholders, this study found this AI needed greater 'reach' throughout the school to be effective. One participant suggested increasing the size of the steering group:

"...it empowered us and engaged us to a point so therefore does it make a difference how big you make the group? So if you got that group working... with two hundred staff, does that have the same effect as working with, with eight? And if well-being hadn't improved for other reasons... would more people have wanted to get on board because they knew this group was going to make a difference?" (Alan, lines 614-616).

"If you can make it work with a hundred and fifty, then you're on to a winner"
(Alan, line 638).

Bushe (2011) has commented on the absence of research investigating what proportion of people are required to be engaged in an AI Summit for it to effectively bring about whole organisational change. Findings from this study suggest that a steering group comprised of 12 members (of 200) staff is insufficient, this is despite Whitney and Trosten-Bloom's (2010) claim that AI is capable of liberating power through engagement and equality of voice by consulting a broad range of participants through the appreciative interviews conducted during the Discovery phase. AI did not significantly differ from conventional organisational change processes which aim to gather stakeholder views and then return to a smaller group for analysis and decision making, even if it did have the potential to do so in principle.

One potential strength of AI to emerge was that the Discovery to Dream discussion seemed to be effective in motivating people to action. AI therefore has the potential to overcome power blocks created by senior members of staff by turning the AI steering group into a potential lobby group:

"...even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds and even if they don't want to get hearts and minds, if they can find easy ways to do it, then they should..." (Richard, line 769).

4.3.2.2 Theme: Builds on Strengths

Cooperrider, Whitney and Stavros (2008) and Whitney and Trosten-Bloom (2010) argue that organisations can become so deficit focused that they stifle feelings of pride, positivity, success and well-being. AI is intended to actively challenge these assumptions by focusing on 'what works' and how strengths can be developed. Arguably, the principle of building on

strengths improves well-being in itself. Participants also commented that this approach to developing organisational well-being had never been tried in their school before:

“...we [usually] think about what the hurdles might be and try to overcome them, as opposed to thinking of the positives first... I don't know, I think whenever we've done change, or planned for change [in that way] in the past. We always focus on the negatives...” (Sara, lines 141-143).

This perspective was considered useful because it brought a new dimension to thinking pro-actively about well-being. Participants reported that this form of positive organisational thinking was also valid because it was grounded in the reality of people's experiences.

Evidence was found to support Cooperrider and Sekerka's (2006) interpretation that AI uses strengths based mechanisms for transformational change. It does this by identifying people's values and then creating a sense of social bonding and positive affect through elevated levels of engagement; this then creates the opportunity and motivation to fuse the organisation's strengths into an idealised image of the future. Participants noted that this requires time, space, and careful management to see it through; things that are in short supply in schools unless specific efforts are made to prioritise accordingly. Cooperrider and Sekerka (2006) describe the final step of the AI process being to creatively, courageously and innovatively activate this potential energy. In this study the school did not 'activate' its potential energy in the form of a grand or celebrated project, but participants still valued the process of identifying and building on strengths and the shared discoveries were assimilated into other aspects of school planning.

4.3.2.3 Theme: Positive Affect

The tendency for schools to be deficit focused when thinking about organisational change risks depersonalising staff by polarising their concerns into employer verses employee interests (Eakin and MacEachen, 1998). AI interrupted this process by fostering a sense of togetherness and belonging within the steering group and with those they engaged. This mechanism relates to Whitney and Trosten-Bloom's (2010) 'freedom to be known in a relationship'. It intrinsically promoted well-being by giving people a chance to know each other's motivations and dreams and by creating opportunities for staff members to build bridges across established hierarchies and divisions:

"So it was nice to ... just have that, you know, contact time with someone... from another department and someone you don't speak to regularly... just to see how they're getting on." (Jenny, line 250).

Participants described the improved 'sense of togetherness' brought about through affirmative questioning as emotionally uplifting. However, AI Summits are distinctive one-off events and so the steering group speculated about ways in which these types of conversations could be worked into everyday aspects of the school life for the betterment of all staff:

"The whole process was uplifting wasn't it?" (Sara, line 293);

"And still with a feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes [this school] a good place." (Alan, line 522);

“I think the difference this year is that staff feel supported, that is the biggest thing isn't it? It is feeling supported and trusted and valued.” (Sara, line 755).

4.3.2.4 Theme: Inspires Improvisation

The freedom to act with support is a quintessential act of interdependence and an espoused intention of an AI Summit (Whitney and Trosten-Bloom, 2010). Participants are expected to volunteer to contribute to organisational change through self-organised projects (Bushe, 2011). This mechanism for change defines the purpose of Cooperrider, Whitney and Stavros (2008) Design and Destiny phases. What sets AI apart from other models of organisational change is that this energy is coalesced from staff, rather than imposed by management. It is therefore less stressful because it increases feelings of control, interest, and variety of work experiences (Karasek and Theorell, 1990).

Participants had difficulty identifying the impact of AI on teacher well-being beyond their own personal experiences, but a number of tangible changes were accredited with being inspired by AI. Participants reported feeling more engaged in thinking about how teacher well-being could be improved. They were also more open-minded and willing to innovate in their daily work. These ideas were inspired by the opportunities AI created to share ideas, hopes and aspirations with one another. This relates to the aim of AI to grant the ‘freedom to dream in a community’ (Whitney and Trosten-Bloom, 2010) to promote trusting working relationships, self-empowerment, engagement, collaboration, personal resources, social bonding, positive affect and to create a community of betterment and purpose (Boyd and Bright, 2007; Cooperrider, Whitney and Stavros, 2008; Rosenberg, 2010). The consequences of this thinking led to changes implemented

on an ad hoc basis, particularly by members of the LT. The momentum and focus generated through an agreed preferred future allowed members to experiment with changes that they thought might improve well-being, including:

- Greater attention to staff achievements.
- An increase in affirmative feedback and praise given to staff.
- Greater integration of leadership and teaching staff and active efforts to diffuse existing barriers between these roles.
- Increased dialogue across hierarchies / teams / departments.
- Changing staff mailboxes in a way that increases their personalisation.
- Greater emphasis on good practice and success during staff forum meetings.
- Provision of lunchtime fitness sessions.
- Teacher Learning Community meetings that allow teachers from different departments to meet and regularly exchange ideas.
- Greater emphasis on whole staff recreational events and clubs such as a staff choir, football team and outings.

These changes were claimed to have had a palpable impact on staff well-being:

"...When we went back into departments as well, because we'd come over [here] I think we would [have] tended to be a bit more open in talking about things... people are actually saying hello to you in the corridor and things." (Tanya, lines 210-211);

"You know you touched on a couple of things there that look reasonably small... like pigeon holes, which made a massive difference." (Richard, line 349).

These changes were understood to have developed through a combination of considered plans, events, and processes over the six months following the AI Summit. Although no planning processes explicitly designated roles to participants as a result of the AI Summit, Bushe (2011) has argued that to formalise planning undermines efforts for AI to inspire improvisation within organisations and that the role of leadership should be to encourage and amplify any efforts taken by staff to bring the organisation closer to the agreed preferred future created during the Dream and Design phases. Other factors that contributed to change include the resignation of the Headteacher and an intervening Estyn inspection which may have also motivated staff to alter behaviours and implement innovation. Regardless of how inspired or impromptu these changes came about; AI was considered to be a useful way of contributing to sustainable positive change.

4.3.3 Meta-theme: Threats

Several threats to the successful application of AI in school are outlined in Figure 6.

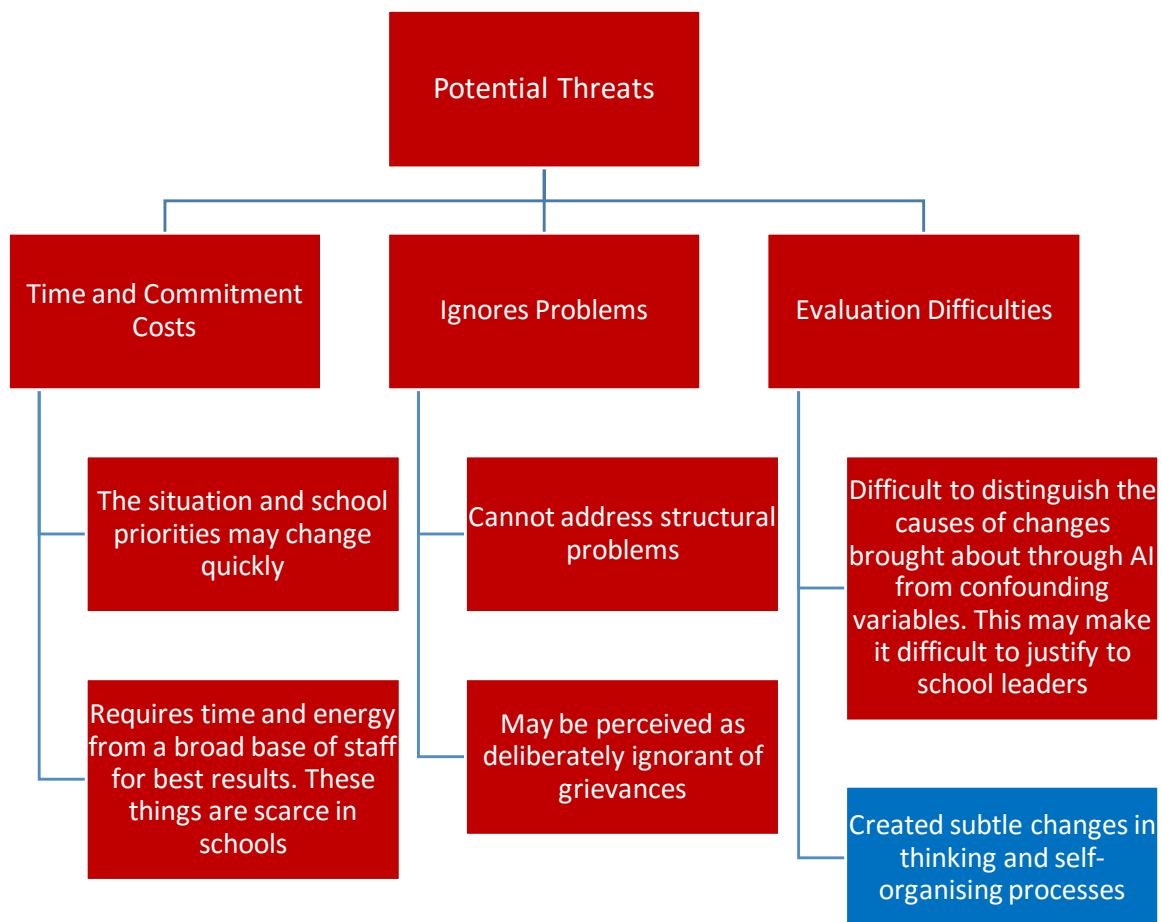


Figure 6: Meta-theme ‘Potential Threats’ to the application of AI in schools (possible threats to applying the approach in schools are highlighted in red).

4.3.3.1 Theme: Time and Commitment Costs

This AI Summit was originally planned to be delivered over four weeks and reviewed at three, six and twelve month intervals. This planned timeframe is typical of AI Summits, with preparation and planning occurring in the preceding months (Cooperrider, Whitney and Stavros, 2008). Of a total of around one hundred teachers and one hundred support staff, thirty were invited to participate in the AI as the steering group tasked with engaging the wider school audience during the Discovery phase. In practice, twelve members of staff participated in two AI Summit twilight sessions that lasted one to two hours each, delivered over a six-week period. Half of the AI Summit meetings required

rescheduling due to clashes in timetables which made it difficult for the group to come together and only six staff attended the Dreams to Design phase meeting (see Appendix 6 for a timeline of key events). Action planning for the Design to Destiny phase was cut short because of the summer holiday and even six months later there were no formal plans to share the AI outcomes with the rest of the school staff.

Even though there are no strict timelines for hosting an AI Summit, participants recognised that the amount of time, energy and staff required to unlock the full potential of the AI had been underestimated. Time and commitment costs are a significant consideration for schools already under a great deal of pressure:

“...when we were doing it after a long school day, you know, it makes it, not harder, but it, it, you know, it’s a bit like going to the gym. I think more time probably and maybe a different time, to give it more time...in a working day, probably would be better.” (Sara, line 304 – 306).

The unexplored potential of sharing the AI proposals with the rest of the school is likely to explain why the majority of change observed by participants was limited. Yet, Cooperrider, Whitney and Stavros (2008) describe a multitude of small scale projects to be a typical consequence of AI and that many organisations choose to become ‘appreciative’ by granting greater freedom and support to employees who volunteer to initiate small scale strengths based projects, rather than flagship projects.

A threat to running AI in schools is the importance of timing. The AI Summits began just before the end of the academic year. This meant that momentum and energy generated in the summer term had possibly been forgotten by the following September. Staff shortages in the LT required members of the steering group to reprioritise their

involvement. This is neither a criticism of AI, or of Heather View School, rather, it serves as an example of the way in which AI may fail to reach its full potential. These unexpected challenges also brought about their own opportunities for positive change, so much so that the need to pursue teacher well-being itself was de-prioritised. Participants commented on how much closer staff had become when faced with adversity and school leaders felt more in touch with staff interests and values:

“There is almost more pressure on the current Head to maintain positivity [now] isn't there?” (Sara, line 531).

4.3.3.2 Theme: Ignores Genuine Concerns

A recurring theme that threatened the effectiveness of AI was the deliberately affirmative bias during the AI summit, as advocated by Cooperrider, Whitney and Stavros (2008). This bias was thought to potentially jeopardise the engagement of school staff by ignoring teachers' problems, especially for those who were unfamiliar with AI principles. One participant anticipated that denying participants the opportunity to criticise the status quo, meant that it was probable that the summit would be interpreted as an expression of employer rather than employee interests:

“...I think it would not just be ineffective, I think it would be counter-productive, because people would form a cynical view then about the purpose of the activity ...it could be argued that... actually the only reason you're doing this is because now you are going to go and share that information with someone [from Estyn] and say how brilliant and happy everybody is because you are only focusing on the positives” (Richard, lines 584-586).

Cooperrider, Whitney and Stavros (2008) presents AI in antithesis to deficit focused thinking and so considers a problem focused examination of the status quo to be irreconcilable with AI principle of generativity (see Figure 2, p.48). This means that potential misconceptions among participants regarding the purpose of AI need to be anticipated and addressed as part of planning an AI Summit if it is to maximise engagement. Rather than doggedly pursuing positivity, Fitzgerald, Oliver and Hoxsey (2010) recommend embracing negativity, since inquiry into what is dysfunctional can also be a source of creativity when it is interpreted as representative of 'that which ought to be'. Thus, critical thinking can be considered a different way of thinking about a positive future, providing that these discussions are managed skilfully. One participant explained that it took the time for the steering group time to become familiar with AI as an approach because it differed so much from the usual approaches used in school. This suggests that the underlying principles of AI need to be explained and internalised by those whom it intends to engage, otherwise it risks marginalising people with genuine concerns.

4.3.3.3 Theme: Evaluation Difficulties

A final threat to the use of AI in schools was a lack of clarity about how the outcomes could be measured in schools that are used to high levels of accountability and outcome monitoring. The demands placed on schools mean resources are precious and commitment to one project comes at a direct cost to others. In order to justify the resources necessary for an AI to operate effectively on the scale proposed by Cooperrider, Whitney and Stavros (2008) then Headteachers may expect clarity regarding

the intended outcomes and robust impact measures thereafter. The affirmative topic choice used in this case study did not lend itself to clear, measurable, outcomes. This is because forming judgements about the potential of any particular organisation to change is indeterminable. Furthermore, any changes that did occur, did so within an inherently complex system and so even retrospectively it was difficult to identify which changes could be attributed to AI with any certainty.

“...unfortunately you chose a school which, or we chose you, where things have happened which haven't allowed us to evaluate the process as much.” (Sara, line 617);

“...how will we ever measure staff well-being and happiness unless you just going to use... your gut reaction...?” (Sara, lines 421-423).

The group considered ways of measuring the impact of the AI on staff well-being, including happiness indexes, staff attendance and participation at staff outings, but target setting seemed incongruent with AI's principles. This lack of clarity regarding expected outcomes and the absence of benchmarking tools, mean that AI may be considered too vague or risky to warrant the investment needed for it to be effective.

4.4 Response to research question 3: How effective is AI as way of facilitating organisational change to promote teacher well-being?

With caveats for evaluating AI inspired changes already discussed, the transcription was examined for references to changes that were intended to improve well-being, either intentionally agreed, clearly attributable, or otherwise motivated by the AI process. Many

changes *were* directly linked to AI, whilst others were thought to have been inspired by the AI inspired discussions that subsequently informed other planning processes. An overview of these changes is presented in Figure 7.

4.4.1 Meta-theme: AI inspired changes to promote well-being

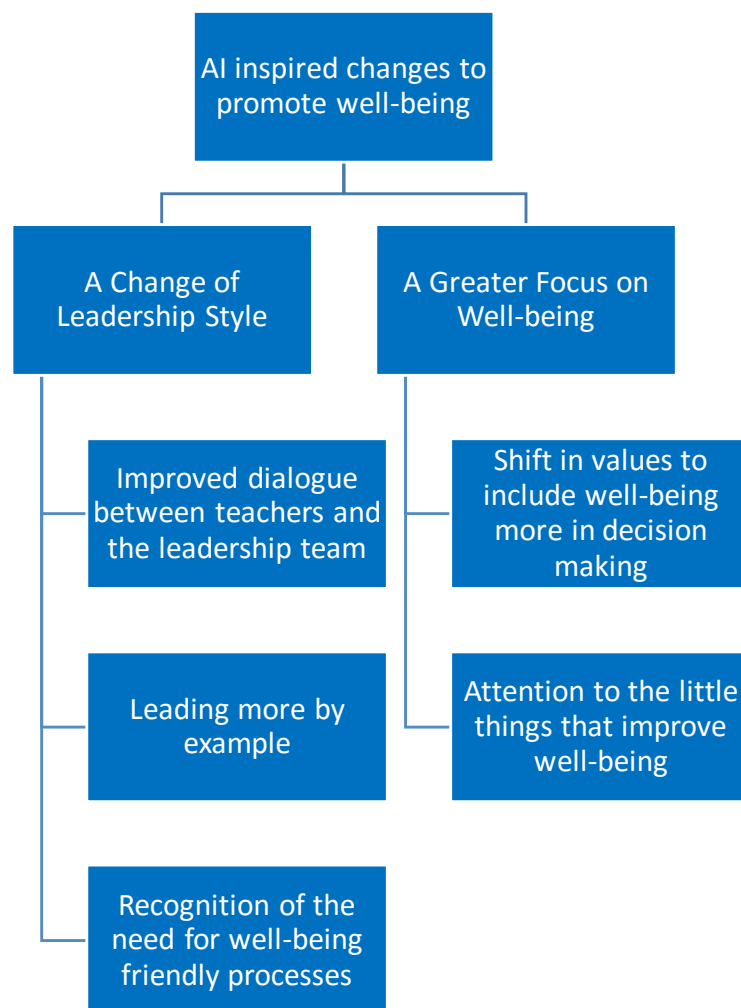


Figure 7: How Appreciative Inquiry facilitated change to promote teacher well-being.

4.4.1.1 Theme: A Change of Leadership Style

AI modelled purposeful democratic dialogue between leaders and teachers who might not ordinarily converse. AI presented a way for school leaders to engage staff in decision making processes and create opportunities for spontaneous two-way communication between staff

and the LT. As a result of AI, leaders made themselves more available to staff and planned opportunities in which staff from across the school could meet to discuss ideas and share good practice:

“When you're speaking to someone who you might not necessarily speak to on a day to day basis to just ask them, you know, about positive experiences and how they're getting on. What it does do is go a long way to giving people a voice. Which I think, in the world of organisational change, is what we're setting out to do. It was to make sure that people were heard and were listened to and I felt that was something that came out.” (Jenny, lines 234-238).

This deliberate change in school culture was intended to remove a sense of difference between teachers, support staff and school leaders by making themselves more available in the staffroom and other social spaces where new dialogues and relationships could flourish. These changes were intended to demonstrate a new style of leadership, where leaders worked alongside teachers and developed a greater appreciation of school life from their perspective. Cooperrider, Whitney and Stavros (2008) accredit these types of changes as being the consequence of the creation of an appreciative culture.

The extent of the positivity felt within the school since the beginning of the new academic year took participants by surprise. They were unable to qualify what single thing had caused what was felt to be a significant and noticeable improvement in staff morale:

“I mean are we at the stage where we have all had people say 'you know, it's so different now', without actually quantifying what is it now that's happened.”

(Michelle, lines 509-510);

“Because things are different in school, I think people were happy to celebrate [inspection] week and also to focus on the future and to want to make a real difference.” (Sara, line 512);

“However, you know, to sustain organisational change I think... that is where the value is in this process. And still with the feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes us all, what makes it a good place.” (Alan, lines 520-522).

Although this change was a cause for celebration in itself, there was a sense in which the positive momentum needed to be understood, harnessed and sustained over the long term. AI was thought to be well suited to this endeavour.

4.4.1.2 Theme: Greater Focus on Well-being

The most obvious change brought about from the AI Summit was a greater consideration of well-being as an ‘organisational concern’. Senior managers modelled the values of AI by seeking engagement of staff in decisions, focusing on positivity and working towards an aspirational vision of the future:

“Going back to staff forums, I mean the last one we had was totally different feel to the ones we had before. Before it was a case of ‘Look right these are the problems’ and then the next meeting [the leadership team] had to come back with an answer. [Now] it is an open forum, we have a leadership member and we’re able to discuss [things].” (Michelle, lines 612-613);

"I guess it does prove that... it empowered us and engaged us to a point." (Alan, line 614).

One participant shared how attending the AI Summits had positively affected his relationships with others:

"If I just take a personal example from the work that I did, I set out to make sure that in everything I did, there was a sense of togetherness... a sense of coaching people, getting alongside people." (Alan, lines 720-721).

Similarly, AI had inspired a focus on 'the little things' that make a difference to the way people feel and interact with one another:

"It is not the big things. You can actually do small things that [create] change, like the names on the pigeon holes. [That] was a brilliant one, you learn people's names as opposed to their initials" (Sara, line 198);

"[The] well-being, fitness [sessions] came from it; [The staff] choir came from it. So actually it has been lovely little things that have improved well-being in school, without having to make massive structural changes" (Sara, line 202);

"It is also cakes in the staffroom" (Alan, line 537);

"...there have been a lot of little gestures this term from leadership and they go a long, long way" (Richard, lines 667-670);

"It was little phrases I share on duty with [NAME], you know, 'Coach don't criticise'? And those were... the things that [changed]" (Alan, line 682).

There was a consensus of opinion that the school needed to pursue a sense of togetherness and social bonding that did not exist before.

AI authors have perhaps understated the value of creating a 'moment' for members of an organisation to focus on a topic of interest, a moment which has allowed staff to explore their pre-conscious thoughts about teacher well-being in a positive, structured, productive way, with people who would otherwise not have a voice. As previously discussed, even where leaders may not see the value in teacher well-being, the momentum AI generates has the potential to credibly empower the steering group enough to effectively lobby for change. This view is shared by Cooperrider, Whitney and Stavros (2008, p.201), that AI can "be considered a path of positive protest, or a strategy for positive subversion." In creating a momentum of its own, AI generates an impetus for change that enables the school to realise its destiny.

4.5 Summary of findings

On the whole, participant experiences of AI can be interpreted in light of existing literature on the approach (e.g. Cooperrider, Whitney and Stavros, 2008; Whitney and Trosten-Bloom, 2010; Bushe, 2011). Where this study differs is the degree to which AI processes were credited with the overall outcomes. These results need to be understood in context: There was a sense of renewal and optimism at the beginning of the AI process, but the change of school Headteacher created uncertainty and subsequently introduced confusion regarding what it was that had caused improvements to staff morale. Participants had conflicting opinions about whether AI had influenced these changes and whether they would have come irrespective of AI.

One participant suggested that AI might have been a useful approach for positively examining why morale was now so high, so that it could be maintained over the long term. There was also a feeling that the AI Summit had not reached its full potential. Participants reflected upon significant unexpected organisational challenges that had occurred over the previous six months: The lack of time and energy to commit to the project, a lack of ambition to engage a wider audience in the AI from the outset, and the potential culture clash created by adopting AI's full-blown rejection of deficit approach to change, were considered to be contributory factors. Despite this, participants were able to identify a lot of small, localised changes that had made a difference to staff well-being and they believed that teacher well-being had noticeably improved throughout the school.

It should be noted here, that the outcomes of the AI Summit may have been shaped by the specific nature of the particular power differentials at work within the organisation. The absence of the Headteacher from the process may have influenced the project's success generally by reducing the size, scale, investment of resources, and its ability to present as a credible alternative to established modalities within the organisation. Consequently, I would recommend that future researchers seek to work in partnership with the Headteacher from the outset in a supporting role as a facilitator to address the ethical limitations outlined in section 3.5.8 (see p.73).

CHAPTER 5. REFLECTIONS ON THE RESEARCH PROCESS

5.1 Chapter overview

This chapter evaluates the research process with reference to the aims and limitations of the study. Each of the aims from Chapter 2 of this study are discussed. This is followed by a personal reflection on the research process, implications for my own practice, thoughts regarding the implications for the future of the EP profession, and a personal reflection on the ethical issues identified in Chapter 3.

5.2 Evaluation of substantive themes

Chapter 4 identifies and explores the salient aspects of AI to emerge in one secondary school when it was used as a tool for planning organisational change to promote teacher well-being. Any claims of generalisability need to be interpreted sensibly as no two schools are the same, however, this real world evaluative case study may offer insights into the relevant issues that AI practitioners may encounter when using AI in this way. AI Summit delivery materials presented in Appendix 3 provide practical guidance for practitioners. This combined with rich data about the way AI was received by participants, is explored and presented in Chapter 4. The data confirms that the theoretical basis for AI mirrors the experiences of participants and it develops an understanding of how AI can be used to engage schools in serious discussions regarding the well-being of their teachers. Furthermore, it encourages EPs and school leaders to think about the potential systemic and organisational origins of well-being within schools as advocated by Weare (2015).

The validity of the research is ensured by presenting the process transparently and in a way that allows readers to form their own judgements regarding generalisability. My involvement as facilitator during the AI summit allowed me to ensure honesty to the approach, as far as was practicable. There was no intention to advocate AI, nor did participants have a vested interest in the approach beyond its aims. Participants were encouraged to speak freely about their experiences and the focus group method encouraged participants to justify their views to their peers, with the usual caveats regarding the influence of internal group dynamics and power differentials acknowledged. Eight of the twelve staff involved in the AI Summit attended the focus group and everyone in attendance contributed to the discussion. Various data collection models were considered, but the demands placed on school staff made these impractical i.e., accessing the perspective of non-steering group participants; holding several smaller focus groups to triangulate participant views; comparing leadership views with teachers' views; or collecting data from different time points to assess the longitudinal impact of planning on well-being. A request for data that might establish or demonstrate a change in 'teacher well-being' revealed an absence of any pre-existing measures used by the school, and perhaps highlights an area of development for those who wish to more thoroughly evaluate the impact of AI inspired changes. Consequently, the results of this study depend heavily upon the judgements, personal reflections, and retroductions of one steering group taken at a single point in time.

Even though explicit references to AI mechanisms were absent from the focus group script, the use of Fereday and Muir-Cochrane's (2006) hybrid TA risked introducing a confirmation bias, by initiating the interpretation of the data, deductively, from theory. It was therefore necessary to exercise considerable reflexivity during the following

inductive phase of the process. Many of the themes and sub-themes identified could arguably be organised into a variety of configurations. This suggests that the theoretical concepts themselves may require further definition. The degree to which the identified themes were consistent with previous research also suggests a degree of validity to the findings; on the other hand, identified overlaps between themes hint that a purely inductive TA may have generated different configurations of thematic structures.

Valuable results to emerge from the use of hybrid TA were three new themes that represent practical threats to the use of AI in schools. Engagement was considered a critical change lever, but it was also an area of difficulty when applying AI in Heather View School. There also remains doubt about whether AI is actually effective for promoting teacher well-being across the wider school, despite participants' judgement that improvements had occurred. AI arguably motivated small, improvised changes at a local level and there was general agreement that the process effectively informed the positive direction of the organisation's future. This cumulated into a greater emphasis on well-being in general school planning and changes in managerial style to bring teachers and school leaders closer together. And yet, it should be recognised that other variables are likely to have played a significant role in influencing these changes.

5.3 Evaluation of theoretical aims

This study validates established AI theory, enhances the reliability of the 4-D cycle to generate AI mechanisms for change, and generalises the approach to new contexts and purposes. In Chapter 3 the ontological and epistemological position adopted aims to gain an insight into the particular contexts and mechanisms at work when orchestrating

AI inspired organisational change. It is assumed that whilst generalisable truths may exist in principle, it is beyond our human capacity to access them directly, especially in natural, uncontrolled environments. This limitation applies not just to the present study, but to all scientific research. With this in mind it is perhaps appropriate to say the study was successful in providing a contextual representative account of the use of AI and its outcomes. In the absence of any literature defining 'teacher well-being' this study assumes that occupational stress and implicitly well-being, are products of social and therefore organisational processes. It should be noted that since this research began, that Yildirim (2015) has published an article that attempts to identify the main determinants of teacher well-being and has reached conclusions that are harmonious with a social and organisational interpretation of well-being.

The study presents a way in which the works of prominent AI theorists (Cooperrider, Whitney and Stavros, 2008; Whitney and Trosten-Bloom, 2010; Bushe, 2011) can be integrated, with references to the spiritual aspects of AI theory (see Whitney, 2010; Bushe, 2011) notably absent, and threats to the processes added. These new threats may be considered alongside those already outlined on p.49. It also and invites school leaders to consider the value of AI in planning whole-school well-being as advocated by Roffey (2012; 2015) and Weare (2015). This attempt to bridge the gap between theory and practice is relevant to EPs and AI researchers alike. Importantly, AI provided a framework that allows teachers' voices to be heard and used to create an inspiring, positive image of the future. It remains to be seen whether the tension created by presenting 'what is' alongside a shared positive image of the future, will translate into substantive changes in the way people think, feel and behave over the long term.

5.4 Evaluation of methodological aims

Case studies should sample data from different sources over a sustained period of time (Creswell, 2009). This study attempts to do this by providing an account of the AI summit and collecting the retrospective views of participants six months thereafter. It is heavily reliant on participants' memory of events and would have been improved by sampling data immediately after the AI Summit and again sometime thereafter to provide a basis for comparison. It would have also been useful to collect more varied data types e.g. baseline measures of well-being before and after the AI Summit. From this it may have been possible to provide a more credible message about the impact that AI can have on teachers' well-being.

The focus group included only eight of the original twelve AI Summit participants, some of which were unable to attend every AI Summit session. The absence of participants from some parts of the process mean that their contributions to the focus group interview would not have had the benefit of a complete understanding of the 4-D cycle. Difficulties ensuring consistent attendance relates to the disadvantages of focus groups generally, but these limitations were amplified through a reliance on focus group methods to collate the research data in addition to their use in the AI Summit itself.

There was a potential incompatibility between the deliberately affirmative principles of AI and my role as focus group coordinator. The former requires considerable positive reframing and an atmosphere of affirmation, whilst the latter required a neutral stance that provided a space for normative group discussions to unfold (Millward, 2000). There is arguably a need for a second person to collate data to ensure that these roles remain distinct and do not influence participants' contributions. Likewise, the AI Summit itself

would have benefitted from a co-facilitator to record the ideas generated and to help ensure the fidelity of the approach to AI principles. A powerful school representative, such as the Headteacher, would have added credibility to the process and sent a clear message to participants regarding its potential efficacy.

During the focus group interview there was general agreement regarding the ideas and arguments raised. However, it is probable that those with most status also had the greatest influence during the discussion. The possibility of self-censorship among non-managers who may defer to managers on the basis of pre-existing hierarchies may have meant that their views were under-represented during data collection. A better method for data collection may have been to interview the LT separately from the teachers, or to interview participants individually. Neither of these options were not considered feasible by the school AH who was responsible for coordinating the meeting.

This study had the potential to serve as a 'critical case', implicitly testing Cooperrider, Whitney and Stavros (2008) claim that AI is valid across cultures, organisations and purposes. Overall, the purposes of this case study lend themselves to limited generalisability and theory testing. It was therefore necessary to provide a rich account of the setting and reflections regarding the underlying causes of change, based on the retroductions of those with first-hand experience of AI (as proposed by Sayer, 2010).

5.5 Personal reflections

AI was a useful way of engaging Staff in Heather View School in dialogue about organisational change related to teacher well-being that allowed participants to retain responsibility and ownership of the outcomes. To be effective it needs to empower

those who choose to engage. This requires an element of risk on the part of the Headteacher, by granting participants a degree of control over the school's resources and destiny. It is an approach that makes liberal use of positive psychology and social constructionism. It therefore requires a skilled facilitator able to reframe narratives positively. I think such approaches are best delivered in partnership with the Headteacher who would then be in a position to exercise judicial authority on which dreams, designs and projects are realistically attainable, and how resources may be allocated. Within the research context of organisational change processes, it could be argued that there is already an abundance of problem focused approaches available to schools. AI offers something different by empowering school staff and co-constructing an agreed future based upon existing strengths. Some individuals may consider the AI approach to run contrary to their expectations of organisational development project work, or consider that it paints a sanitised view of the situation. These expectations may work against its intended purposes and so it is important that all participants recognise AIs sound evidence and theoretical base.

The impact of AI on teacher well-being throughout the school cannot be determined in the present study. The AI Summit itself was positively received as an effective 'feel-good' process but it is very unlikely that scale of the whole effects would have filtered through to wider members of the organisation. It is likely to be necessary to engage greater numbers of staff and to more widely publicise the AI Summit process if whole organisational change is the intended objective, or the entire group, where bounded group AI Summits are used.

A critical issue that teachers face is workload. This makes it especially challenging to convince staff to set aside time to meet regularly and volunteer their time as participants in an AI Summit or the intended changes it generates, regardless of how well AI is able to motivate or inspire teachers to do so. School leaders planning an AI in schools need to ensure it is properly resourced and supported by ensuring staff are given the time to fully engage. Failure to do so risks further entrenching a sense of helplessness undermining well-being, rather than improving it.

As a former teacher and Trainee EP, AI served my personal interests to challenge 'within individual' explanations of human distress and to replace them with a model that reflects distress back onto the individual's social systems and organisations in which they spend our lives. The form of AI described in this research does not enable the kind of political action that is perhaps necessary to tackle any wider difficulties teachers face regarding the amount and nature of the work they engage in. However, it may help schools to become the kinds of organisations that more accurately reflect teachers' values and provide staff members with a semblance of control which is properly supported. During my own experiences of teaching I have been appalled by the lack of effective support systems in place to maintain teachers' mental health and well-being. Many colleagues I worked with accepted stress and burnout as a part of the job. Many managers I worked with viewed it as a sign of personal weakness, or a consequence of poor coping skills. At best schools offer therapeutic support for those who admit that they are struggling to cope with the expectations placed on them, without stopping to consider how the origins of their distress may be mediated (e.g. Sharrocks, 2014); others attribute the source of distress to domains beyond their control (e.g. Smail, 2005). AI provides an option for those who seek unified change at the local level. It acknowledges

that not all aspects of school life are negative and offers a unique way in which positive practices may be identified, shared, and further developed to increase their preponderance.

5.5.1 Personal learning from this research

This research has provided me with an opportunity to develop my understanding of the ways in which teacher stress and well-being are mediated by social and organisational practices within schools.

In this research I adopted a particular position founded upon critical realism, an approach that has developed in critical response to social constructionism and seeks to re-establish the realist ontology. This was not always my view, but I have been persuaded by the works of Bhaskar (1986), Archer et al. (1998), Sayer (2000), Easton (2010) and others. Whilst there can be no doubt that language is of utmost importance in determining human conduct and the nature of organisational systems, this does not mean that language is generative of reality itself. I wonder whether the rejection of realism in favour of a purely narrative position risks encouraging psychologists to disregard the real socio-material circumstances of people's lives. Smail (2005) tells us that the world cannot be made better simply by telling ourselves that it is so. *Real* systemic and organisational change, not imagined change, needs to underpin my endeavours to improve the lives of others in tangible ways. Although AI epitomises the kind of post-modern and social constructionist thinking espoused by Foucault (1977), Gergen (1978) and Gillham (1978), I will take care not to mislead others into thinking that real structural and systemic issues may be treated with punctuated episodes of

therapeutic support. AI is not and should not be misinterpreted as a form of organisational therapy, rather it is an approach that enables members of an organisation to openly share their best experiences and work constructively to *change* organisational practices and resource allocation to benefit its stakeholders.

Bushe (2011) has argued that a critical realist stance is best equipped for identifying the particular levers for change within AI, i.e. minor efforts can be amplified into wider organisational change. An improved awareness of the theoretical levers that underpin AI will make me much better placed to maximise its effectiveness in schools. This emphasis on the pursuit for truth through research evaluation may also help to demystify AI by demonstrating how AI theory matches up with participants' experiences in schools. This case study also provides practical insight into any potential partnership between EPS and schools through AI (discussed further on p.131-134).

Adopting a critical realist approach to AI and focusing on teacher well-being as the object of study presented me with difficulties whilst reviewing the psychological literature for my research. Most research on AI is presented from a social constructivist paradigm and aims to share AI with other practitioners without consideration to theory testing or development. It was challenging to read and interpret this research as it adopted different methodological foundations and therefore demanded considerable reflexivity for me to maintain a balanced and open understanding of the value of AI. The vast majority of AI research enthusiastically advocates AI without adequate critique. Similarly, whilst there is ample literature exploring teacher stress, I found no research that explored a concept of 'teacher well-being' (until Yildirim, 2015). This required me to demonstrate that teacher well-being is a consequence of social and therefore

organisational practices based upon the premise that stress and well-being are diametric concepts. The disadvantage of arguing from this position is that by defining well-being as an absence of occupational stress, the potential beneficial and protective features of teacher well-being are overlooked.

As well as developing a knowledge of AI and teacher well-being I learnt a great deal about the difficulties of working as an agent of change within a large school. There are numerous power differentials that need to be considered and some schools may not be ready to engage in a unified direction. Getting the right combination of participants in the AI steering group is also likely to require careful consideration and judgement, failure to get this right risks generating a momentum for change that undermines the authority of managers. Such situations could increase tensions and lead to self-interested partisanism rather than the “path of positive protest or a strategy for positive subversion” that Cooperrider, Whitney and Stavros describe (2008, p.201). One way of avoiding this may be to ensure that the process is transparent and demonstratively democratic by ensuring that all members of the school have the opportunity to become involved. This is likely to require a skillful leadership team able to mediate, communicate and implement any proposals AI may generate.

5.5.2 The value of AI in schools to promote teacher well-being

As an approach AI was considered to be somewhat useful. It perhaps needed to engage greater numbers of people, have more resources invested into it and to attend to ways in which individuals who want to discuss organisational deficits are able to participate effectively in the process.

There are two possible reasons why AI may not reach its full potential in schools: (1) AI may need to be delivered on a bigger scale than can be realistically achieved within a large secondary school. It requires a great deal of planning, resourcing, communication, dissemination and impact monitoring in addition to the efforts described by Cooperrider, Whitney and Stavros (2008). Because schools in the UK face challenges on their time, targets, and funding, many are not likely to be able to fully fulfil the requirements necessary for AI to have a whole organisation impact. This limits the value of AI in schools generally. Because those organisations that *are* able to invest in AI may already have a high capacity or readiness for change, this may have created a bias the literature on the subject towards studies that overwhelmingly report on AI's successes (with Bushe, 2010 serving as a rare exception). (2) It is also possible that AI entirely misses the point regarding the causes of teacher well-being and may even cause harm by generating a false impression that schools possess the ability to deal with the issue internally, without generating any social-material change in the resourcing and expectations placed on teachers from macrosystemic sources (Bronfenbrenner, 1979). Smail (2005, p.99-100) argues that power relations within society as a whole are ultimately responsible for causing personal distress, i.e. the maintenance of political systems that under resource and punitively evaluate schools. The belief that local changes in belief and outlook can generate changes in whole organisational behaviour and well-being may be considered naïve and yet, Cooperrider, Whitney and Stavros (2008) posit precisely this mechanism for change through their anticipatory principle. They ask that AI facilitators appeal to participants' sense of hope, optimism and altruism, without explaining how this may be achieved or sustained. The discussions that AI is able to generate may be motivational and inspiring, but school leaders also need to

ensure that they are translated into material and structural changes on a day to day basis and that these are not left to chance. This follow-up role is one that I, as an external facilitator, was unable to fulfil.

5.5.3 The value of AI in educational psychology practice

The application of AI at an organisational level is almost entirely new to EP practice, with Doggett and Lewis (2013) serving as a notable exception. It is important that EPs remain critical of the approaches that they utilise whilst also sharing whatever potential benefits they may provide. In this vein, AI may be criticised for failing to provide opportunities to learn from participants' negative experiences and may inadvertently silence critical voices within the organisation. These problems may maintain unhelpful power differences and feelings of alienation (Zandee and Cooperrider, 2008; Doggett and Lewis, 2013). In order for practitioners to successfully implement AI they need to convince participants that AI does not exclude talk about problems, rather it simply aims to begin with appreciation and end up with a more balanced perspective that includes both positive and negative experiences. Such aims are potentially useful in developing a nuanced understanding of the nature of the organisations issues that may otherwise be lost through traditional problem-focused approaches. As a tool for action research AI may also be criticised for lacking emphasis on the process of continual reflection alongside generated actions. This is especially true within the Destiny phase, where sensitive leadership may be required in order to overcome obstacles and carry ideas forward in the long term (Bushe, 2011). It is through this understanding of the potential risks and limitations of AI in schools that EPs may advise and plan alongside school

leaders to maximise its potential. AI does have potential as an effective strengths-based organisational change model that is genuinely founded in psychological theory. This makes it a worthwhile consideration for EPs who wish to engage and motivate school staff in meaningful change processes. The affirmative, solution-focused nature of AI means that the process may well be received as refreshing and novel, it may thereby encourage individuals to engage as a collective out of curiosity and hope for a positive outcome. Problems and deficits in schools may be tackled, but from a different perspective that makes them easier to identify and address (Cochlan, Preskill and Tzavaras, 2003; Patton, 2003; Doggett and Lewis, 2013). However, despite AI appearing to be a deceptively simple system based on the reversal of the expectations, practices and limitations found in traditional problem-solving methodologies (Finegold, Holland and Lingham (2002), my experiences of delivering AI was messy and fraught with obstacles that required careful fore-planning with continuous revision.

Doggett and Lewis (2013) provide helpful recommendations for practicing EPs that reflected some of my own experiences. These points will help others to ensure that AI is delivered authentically and effectively:

“1. AI projects must be inclusive and involve as many different stakeholders as possible from within the targeted organisation, including managers.

2. Participants should self-select topics in the latter two stages of AI based on their own personal interests.

3. AI processes can be flexibly employed but must be underpinned by an understanding of AI’s strengths-based solution-focused philosophy in the spirit of a genuine inquiry.

- 4. The term AI should be reserved for organisational change projects and not diluted by using it in reference to positively framed questioning or positive story-telling.*
- 5. The Discovery stage of AI, which involves positive story-telling, is powerful in changing relationships but not sufficient on its own to transform an organisation.*
- 6. Participants must be allowed and encouraged to take the initiative, making things happen for themselves. Those leading AI initiatives need to act as facilitators in this generative process.” (Doggett and Lewis, 2013, p.128).*

In addition to these helpful recommendations, I would also suggest that:

7. EPs should avoid taking a leading role in a school based AI and instead plan the project in partnership with the Headteacher. This may improve the likelihood of sufficient resourcing and encourage, increase the perceived credibility of the AI Summit, and allow the school to retain ownership of the project and measures set up to monitor its impact.
8. All potential stakeholders need to understand the theory and process if they are to be expected to engage. This may make work with closed teams or departments more feasible than work with large whole school systems because reaching a critical mass of engaged people and resources would be easier to achieve.
9. Alongside plans for change there needs to be some mechanism that allows participants to reflecting on their progress and monitor their impact. It is the role

of managers to nurture and enable the ideas generated through AI so that they may be effectively achieved.

As the first attempt to demonstrate whether and how EPs may use AI to support schools in organisational change, I believe that AI does have potential to be a valuable strengths based tool for organisational development. It aims to engage and inspire whole school communities in a generative way, despite the probability that existing power relations are likely to shape decision making processes. The role of the EPs may be to work with senior staff to plan to co-facilitate AI in a way that maintains fidelity to the theoretical aims of the approach and generates realistic and achievable goals.

Personally, I believe that one of the important functions it served was to grant the participants space to reflect on their own values, beliefs, knowledge and experiences, and listen to others. This helped participants to feel confident in implementing change and know that those changes would very likely be well received by others in the school community. Participants were able to take ownership of the ideas generated during the AI Summit that potentially subverted normal decision making processes in a controlled and manageable way.

5.6 Reflections on the research ethics

As previously identified in section 3.5.3 there are four main ethical considerations that may be reflected upon when planning and delivering AI in schools. First, as a relatively inexperienced AI facilitator with limited resources, I risked creating potentially unfounded expectations among participants regarding the (unproven) effectiveness of AI as an approach to improving teacher well-being. I had my own anxieties about whether the

change efforts would be effective or whether I had the required skills to generate a successful outcome. I set these concerns aside as there is no minimum skillset required of AI facilitators other than 'a healthy attitude and an understanding of AI principles' (Murrell, 2005; Bushe, 2011). Furthermore, I found almost no research that suggested that AI might *not* work in a school. A single comparative case study (by Bushe, 2010) that revealed that in two of the eight schools sampled the lack of problem focused conversations confused participants of the purpose of the AI Summit or they did not find the process helpful. Aldred (2011) claims that AI should work in any culture, organisation, and for any topic, providing the relevant contextual issues are accounted for. While admittedly the relevant contextual issues are unknown, I was able to rely on my own knowledge and experiences as a teacher to anticipate the pressures that teachers face, and I consulted the works of Johnson (2011) for advice on ways that negative discourses can be positively reframed productively in keeping with AI principles.

Secondly I felt that it was important to sanitise and omit some of the language used by Cooperrider, Whitney and Stavros (2008), in particular references to a 'cultural revolution', 'provocative propositions' and 'positive subversion'. These terms are intended to energising and motivate participants in an AI Summit by encouraging them to think in ways that challenge established modalities (see Cooperrider, Whitney and Stavros, 2008, p.201). With the Headteacher notably absent from the AI Summit, there was a risk that the efforts of the AI Summit may have been misconstrued as an attempt to undermine her authority. This may have created a momentum for change that may not have been possible to deliver, or worse, it may have created tensions between teachers and school leaders as a consequence of the AI Summit failing to deliver on its 'promises'. Such breeches of contract are known to have long-term detrimental effects within organisations (Siegrist,

1996). I attempted to mediate this risk by inviting members of the school LT to act as proxies for the Headteacher during the AI Summit. The power differentials within Heather View School were also an ethical concern for the research process. The Headteacher may have granted permission to deliver the AI, without fully appreciating that Cooperrider, Whitney and Stavros (2008) intended AI to be an instrument for revolutionary change. I attempted to mediate this by asking for members of the LT team to join the AI summit to ensure that there was adequate control over decisions. However, the relatively high proportion of LT members throughout the project, combined with the sanitisation of language used, may have muted the potential for the project to inspire a credible alternative to established management practices. In the presence of members of the LT, teachers and support staff may have responded in a way that is intended to meet the expectations of the LT. Similarly, the role of the anonymous yet influential head teacher should also not be ignored. Although she did not attend the AI Summit or the focus group interview, she was a key authority figure and many of the decision made would have had to have been agreed by her. This would have influenced which projects were proposed by the group and shaped its outcomes. Thirdly, as with any work that aims to empower people and give them a voice, there is a possibility that participants may use the opportunity to vent their frustrations or otherwise expose any illegal or unethical practices within the school. Although this did not occur I knew one member of the LT well enough to trust that any such reports would be treated appropriately, but I was also able to rely on the support of my supervisors in any event, to help determine the best course of action. Claims to participant 'empowerment' and 'voice' should also be treated with caution as some participants may have conformed, or complied, with the views of the LT during the focus group interview.

These social processes may have affected the quality of the data obtained, but could have been overcome by interviewing members of the LT and teachers in separate focus groups, or through individual interviews.

Finally, there are research implications related to the decision to position myself as the instrument of data collection and as the lens of data analysis. It was possible that a co-researcher could have facilitated the focus group interview as a 'neutral party'. This may have encouraged the participants to respond freely, openly and honestly about the value of AI for promoting teacher well-being in schools. It is possible and even probably that the responses given by participants would have been different had this been arranged. My status as Area Trainee EP, Researcher and AI facilitator may have even encouraged a deliberately affirmative response as participants may have wanted to manage their relationship with me to obtain a positive outcome. This said, my decision to be involved in the data collection was beneficial for the data analysis. I felt that much of what was said was best understood contextually and by reflecting upon participants' non-verbal communication during the focus group interview. This was especially true where participants talked over each other, nodded in agreement, remained silent, or made non-verbal utterances such as "mmm". Many of the exchanges would not have been understood and would not have otherwise been taken into account during the data analysis, had I not been present, unless the interview had been captured on video.

5.7 Chapter summary

This reflective account of the research process explores the extent to which the study was successful in achieving the substantive, theoretical and methodological aims set out

in Chapter 1 and presents my personal reflections on the value of AI for the EP profession. The substantive aims were met in so far as they relate to the first two research questions by providing an authentic, credible and trustworthy account of the application of AI to the promotion of teacher well-being and to identify the most salient features of AI to emerge in this context. It was not possible to draw broad conclusions regarding the effectiveness of AI as an approach due to difficulties in discerning which changes were generated by AI, which were brought about as a consequence of the resignation of the Headteacher and the impact of other exceptional changes to planning and communication associated with the announcement of an Estyn inspection.

The theoretical aims were judged to be successful in providing evidence that simultaneously supports and contributes to AI theory and by methodically representing participants' experiences of AI in a way that has not been done in schools before. This brings AI to a new community of practice and contributes to the debate about what can be done to pro-actively tackle the issue of teacher well-being.

An evaluation of the methodological aims is slightly less positive, with some difficulties identified in ensuring that all participants' voices were equally represented and able to comment on the process as a whole. It is also important to recognise that this study was unable to derive a complete understanding of the interactions between the contexts, mechanisms and outcomes at work in a school based AI, but it does attempt to describe them enough for insights to be gained that may be relevant to similar settings.

Through personal and professional reflection, I have provided numerous recommendations for fellow researchers and practitioners wishing to conduct their own AI in a school setting.

CHAPTER 6. IMPLICATIONS and CONCLUSIONS

6.1 Key messages from the research

This research aims to contribute to emergent AI theory and test the applicability of AI to schools. However, the key messages from this study relate to the particular context, topic choice and participants involved. The methodological approach adopted restricts the generalisability of the findings beyond Heather View School. Despite this, Bhaskar (1998) and Easton (2010) consider the judgments of participants to be valuable for providing contingent insights into any underlying mechanisms and the identification of potential issues of relevance to schools. Personally I found that by formally omitting my own reflections regarding my role as AI facilitator I missed a valuable opportunity to present data of my own in a coherent way. Readers will no doubt be interested in generalisable outcomes and will want to know my own views as to whether AI is a worthwhile approach for schools. In summary, AI does have a basis in psychological theory and works in a generative way to develop an aspiration image of the organisations future. It lacks detail about the practical aspects of delivery, e.g. What is the ideal size of an AI Summit and how should it be structured to engage large communities of practice? How should negative discourses be dealt with? How can all participants be persuaded to set aside their own personal agendas? How should outcomes be evaluated and when should time be set aside to reflect on progress during the Destiny phase? These practical weaknesses do not reflect limitations of AI theory, rather, they represent practical limitations associated with applying it successfully within any organisation. The decision to complete an AI requires careful planning and a great deal of practical coordination within the organisation.

Reed (2007) recommends disseminating AI research based on the needs and interests of relevant audiences. This study is aimed at educational researchers and practitioners and so Table 7 summarises the key messages for these audiences.

Table 7: The key messages from research for each audience.

Potential Audience	Key features of the message
Researchers	<ul style="list-style-type: none"> • Evidence broadly validates AI's theoretical mechanisms for change as proposed by Cooperrider, Whitney and Stavros (2008), Whitney and Trosten-Bloom (2010), and Bushe (2011). • AI is well-suited to planning whole school approaches to well-being as advocated by Roffey (2012), Roffey (2015) and Weare (2015), providing resourcing and engagement are right. • This study highlights possible contextual difficulties related to applying AI theory to schools and informs a discussion about theory development.
Practitioners (Educational Psychologists; School Leaders; AI facilitators; School Consultants)	<ul style="list-style-type: none"> • Offers clarity about the role of AI applied to teacher well-being and a practical account of its use of in schools. • Indicates how AI can motivate staff to small scale improvised changes throughout the school and create a shared vision of the future based upon established achievements and strengths. • Highlights the need to set out the legitimacy of AI and to address staff concerns in order to maximise its impact. • Invites and challenges school leaders to reflect on approaches to school well-being by encouraging them to consider staff views and by shifting thinking away from individual-centric interpretations of stress and well-being, towards whole-school approaches. • There is a need for partnership between the AI facilitator and school leaders to manage the practicalities associated with an AI Summit.

6.1.1 Key message for researchers

AI offers a theory informed alternative to problem focused approaches to organisational change underpinned by social constructionist principles (Cooperrider, Whitney and Stavros, 2008). Researchers have already attested its efficacy and it is arguably well-suited to the promotion of organisational well-being due to its emphasis on empowerment, participation, existing strengths and the generation of positivity. These characteristics are thought to mediate feelings of stress and well-being (Eakin and MacEachen, 1998; Davey and McDonald, 2000; Wainwright and Calnan, 2002).

The evidence supports Cooperrider, Whitney and Stavros' (2008) five principles that underpin AI: The constructionist principle; the principle of simultaneity; the poetic principle; the anticipatory principle and the positive principle. There was also evidence to support Whitney and Trosten-Bloom's (2010) six freedoms, to: Be known in a relationship; be heard; dream in a community; choose to contribute; act with support; and to be positive. All but one of Bushe's (2011) theoretical bases for AI were considered prominent features of the approach: Inquiry as intervention; generativity; discourse and narrative; anticipatory reality; positive affect; building on strengths; and stakeholder engagement.

The absence of any references to what Cooperrider and Srivastva (1987) and Bushe (2011) refer to as the 'spiritual and life-giving properties of organisations' validates my decision to omit it from the deductive analysis.

A great deal of overlap was found across the themes. Although this study provides one way they may be rationalised, there may be subtle differences in interpretation between authors (see Table 6, p.85-87).

The identification of social constructionist principles supports Cooperrider, Whitney and Stavros (2008) and Bushe's (2011) claim that AI alters intra-school discourse, narrative and collective imagination. One area of tension identified between AI theory and practice was concerns among participants that attempts to re-write organisational history and identity may threaten established personal narratives and therefore undermine engagement.

Another mechanism for change was the way AI liberates power (Whitney and Trosten-Bloom, 2010). This 'liberation of power' was attributed to four of the eleven identified themes including: positive affect; building on strengths; participant engagement and the way in which AI inspires participants towards improvised action. These mechanisms are shared with other psychological disciplines such as Positive Psychology (Seligman, 2011), Community Psychology (Trickett, 1991), Person-centred Planning (O'Brien et al., 2009) and Solution Focused Brief Therapy (de Shazer et al., 1986). Arguably these links have been overlooked as potential sources for AI theory development in the future (see Appendix 2).

Three new themes were proposed that reflect potential contextual limitations of using AI in schools with teachers. These include: Time and commitment costs, ignorance of problems and evaluation difficulties. The unintended negative consequences of problem-free talk in AI has been recognised by Johnson (2011), who found that ideas generated through AI tended to relate to pre-existing problems and advocated for practitioners to also explore what is lacking from organisations, as well as what works. Grant and Humphries (2006); and Johnson (2011) justifies this by explaining that AI creates a paradox between the status quo and the ideal future and can utilise this sense of

disequilibrium as a catalyst for change. The scale of difference between these two constructs therefore needs to be understood with reference to one another. By deliberately ignoring what is wrong or absent, some participants may fail to understand the overall purpose of inquiry. The challenge to AI theorists then, is to acknowledge participants' concerns whilst maintaining an emphasis on the organisation's strengths and the creation of an ideal future.

The notion that AI engages staff was contentious. Whitney and Trosten-Bloom (2010) and Bushe (2011) both argue that engagement is a critical AI lever for change and yet the biggest challenge to existing theory is how to maximise engagement from the outset.

Although this study did not produce clear evidence regarding the effectiveness of AI to improve teacher well-being per se, two areas of school improvement were identified: a positive change in leadership style and a greater emphasis on well-being. Reed (2007) suggests that rather than arguing that AI is superior to other approaches, it is perhaps helpful to consider how it can be used to shape thinking and deepen participants' understanding of their assets and intended destination. Such a position would make different claims regarding effectiveness i.e., to generate ideas, motivate staff and to inform planning.

Researchers interested in furthering AI theory should note that the literature review in Chapter 2 found few longitudinal studies about the effectiveness of AI. This is likely to be because AI has no clear endpoint, with the outcomes of projects initiated following the Destiny phase unfolding over months and sometimes years. But this kind of research would add credibility to the notion that AI is able to create sustainable change in the long-term. Bushe (2011) has also called for more comparative case studies that explore why AI is

sometimes ineffective, in order to further our understanding of the limits to AI, as well as its potential.

6.1.2 Key messages for EPs and schools

Generally, AI is an approach that could be considered to operationalise Spratt et al. (2006), Roffey, (2012; 2015) and Weare's (2015) recommendations for schools to adopt an organisational approach to the promotion of well-being. Schools that embody AI principles may provide teachers with opportunities to meet for mutual support and to take time to positively reframe events can foster positive affect and well-being as advocated by Karasek and Theorell (1990); Davey and McDonald (2000).

Activities that involve AI can provide EPs with a framework in which they are able to work collaboratively with schools to plan change. It helps teachers to be heard, respected, to understand the direction the organisation is moving and to take an active role in shaping their collective destiny. Managers also benefit from hearing ideas derived from what teachers think about their workplace and this allows school values, policies and practices to be revised accordingly (Spratt et al., 2006).

EPs will need to maximise staff engagement if they are to create a sufficient number of small scale changes to generate enough momentum for whole school change. It is likely that EPs will also need to plan how the resultant generative ideas can be communicated throughout the school, in order to create a sustainable vision of the future. A single AI Summit may not be enough to sustain change and practitioners may wish to consider repeating the process every few years, or adopting AI principles more widely throughout the school to develop it into an 'appreciative school'.

This study was not able to verify whether AI is able to produce more valid or better quality ideas than might be achieved through other approaches, but participants reported numerous advantages of AI over their usual practices including: positive feelings from engaging in appreciative discussions; increased motivation to implement change; mutual support through what felt to be an effective process; enhanced insights into what matters to teachers; the identification of real organisational strengths that can be celebrated; the interruption of habitual thought processes; space to think creatively; the modeling of egalitarian principles; the creation of fresh dialogues; and the resultant introduction of various small scale changes. These outcomes endorse AI as capable of making a valuable and unique contribution to school planning by helping to create the conditions whereby staff members feel able to openly share and celebrate their best school experiences, encouraging new relationships and dialogues to flourish and enabling people to begin to collaboratively imagine a workplace that meets the practical demands of daily life.

The importance of grounding school change processes in theory should not be overemphasised “...if you have strong moral principles along with a theory of change, you have a greater chance of improving your organization [sic] and its environment,” (Fullan, 2008, p.125). But, this message needs to be made explicit to all school staff if they are to trust that their efforts will make a difference.

6.1.3 Practical considerations

EPs need to challenge dominant interpretations of well-being as existing within the narrow focus of subjective well-being and replace it with a broader understanding that

encompasses the qualities of organisations and communities (Barnes and Roffey, 2014; Roffey, 2015). By informing school leaders about current and relevant research and approaches, schools may come to recognise EPs as potential facilitators for whole school change.

School leaders may raise concerns about the transference of power from leaders to the broad staff base. EPs need to resolve the contradiction between the Headteacher's position as ultimate change agent, with attempts to engage, empower, and inspire wider staff members to engage in improvised change. It may be wise for EPs to foster a positive relationship with the Headteacher and school leaders before putting AI on the agenda. If this fails then proposals made by staff and middle managers are likely to be tentative and risk being poorly supported; additionally, the altruistic involvement of school leaders may help to ensure that planned changes are realistic and achievable.

Some may view the deliberately affirmative bias adopted by AI as a threat to those who wish to express their grievances and concerns. Such conflicts of interest may hinder the creation of a critical mass of people motivated towards change. It may be necessary for EPs to preemptively explain the principles of AI to *all* potential stakeholders from the outset and provide an opportunity to address any concerns early. This requires a skilled facilitator able to communicate the approach succinctly and persuasively, to a wide audience and enable them to reframe their concerns to fit the model. It is here that EPs skills as listeners, who are able to validate problematic feelings and their familiarity with strengths focused approaches, come to the fore.

In addition to the general criticisms of AI outlined on p.46-50, I have presented a number of practical considerations that EPs should be aware of when facilitating AI in schools:

- Avoid holding AI Summits at busy times of the academic year or after school because people are tired and are likely to have other commitments.
- Set aside sufficient time to maintain fidelity to the approach (two full days according to Cooperrider, Whitney and Stavros, 2008). In this study appointments frequently had to be rescheduled, discussions were hurried and opportunities to plan the details of change were left incomplete.
- Elicit the Headteacher's endorsement and active participations in the process before it begins so that participants have permission and feel empowered to take charge of their destiny.
- Engage as many staff as possible: Investment in the Discovery phase is critical to the remainder of the AI Summit.
- Consider how staff grievances can be managed sensitively and productively.
- Identify any time and budget constraints available to motivated participants who are interested in developing small scale projects.
- Build in suitable evaluation mechanisms to monitor the impact of any changes to come about as a result of the AI. Heather View School claimed to have been transformed by the betterment of staff well-being, but the fact that AI intrinsically produced a multitude of various, subtle, and bespoke changes made it difficult to anticipate and therefore measure the outcomes.

6.2 Concluding thoughts

This evaluative case study ultimately makes a contribution to AI literature by adding to an existing catalogue of case studies endorsing AI. It is unique in two ways: (1) it makes use of AI to explore ways in which schools can improve teachers' well-being, and (2) it attests the validity of AI theory through an examination of participants' experiences and reflections. Whilst EPs are familiar with the application of psychological theory in practice, this case study is able to contribute to theory development by presenting practice informed evidence. It is yet not possible, or perhaps helpful, to make broad generalisations regarding the value of AI in schools on the basis of this study alone: despite participant claims that well-being had tangibly improved during the research period there are simply too many variables to infer causal links. But one lesson that can be learnt is that it is not necessarily what you do that makes a difference, but the way that you do it. Even with limited resources and a relatively novice facilitator, AI helped to generate valuable ideas. These ideas may have indirectly brought about changes for the betterment of teachers well-being, by enabling staff to take advantage of arising opportunities as a result of the development of a shared vision and greater appreciation of their organisation's destiny.

To conclude, AI has the potential to help school leaders to engage others in discussions about complex issues, such as teacher well-being, in a positive, effective, and generative way. It may not be the best or only method available, but it does appear to be well founded in psychological theory and in this study, as in many others, participants made positive claims regarding its efficacy.

6.3 Future directions

6.3.1 Heather View School

The open ended nature of AI makes it difficult to determine when it is appropriate to share the findings (Reed, 2007). Although my doctoral research is at its conclusion the staff at Heather View School will continue to plan, implement, and respond to opportunities and challenges as they unfold. Hopefully, the lessons learned from AI will continue to add future value to the school planning processes. However, there remains a sense in which the work is not yet complete, and that this AI represents only the first step in the school's journey towards improving and sustaining the well-being of its teachers for the long term.

6.3.2 Plans for the dissemination of the research findings

At a local level the study findings will be shared with the study participants at Heather View School who will then be in a position to draw upon it as a source for reflection and further inspiration. A summary of the findings will also be presented to the EPs within my service so that colleagues can draw upon the findings, further the research, and potentially use AI in their own practice.

I also intend to present to the city's Headteachers and Additional Educational Needs Coordinators as part of the local authority's monthly update meetings that keep schools informed of city wide news, training opportunities, guest speakers, and local research projects. The purpose of this would be to; raise awareness of AI as a valid approach to organisational development in schools; draw attention to organisational approaches to tackling teacher well-being; and promote further research in the area. This piece of work

should also promote reflection on schools' own practices regarding teacher well-being and offer ideas of ways in which the EPs can help school to engage in positive whole-school systemic change.

The overall aims of disseminating this research would be to; further an understanding of AI in education; encourage other educational psychologists and managers to contribute to AI theory development, and to improve the effectiveness of delivering AI in schools. Ideally, this will be achieved by reporting the findings in a high-quality peer-reviewed academic and professional journal for educational professionals. Examples of journals that have already published articles on organisational approaches to well-being, or on AI include: The Journal of Management Education, Educational and Child Psychology, Educational Psychology in Practice, and Educational Management Administration and Leadership. It is from these journals that I have come across the work of authors that have influenced my appreciation of AI and organisational approaches to teacher well-being, and so this work can be used to contribute to a pre-existing academic dialogue.

I plan to adapt this research report to journal specification and submit for publication in one of the aforementioned journals, with a focus on the outcomes of the first research question and provision of practical advice for other researchers, EPs and AI practitioners who may wish to develop AI for use in schools.

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GLOSSARY OF TERMS

Many of the glossary entries are adapted from Cooperrider, Whitney and Stavros (2008, p.433-438).

4-D Cycle – Discover, Dream, Design, Destiny – The model that displays the Appreciative Inquiry approach in four phases that is designed to meet the unique challenges of an organisation and its industry.

Affirmative topic choice – A topic identified in, or preceding, the Discovery phase that guides the formation of the interview guide. It is a positive descriptive phase representing the organisation's focus for change.

AI Summit – A large-scale meeting process that focuses on discovering and developing an organisation's positive core and using it to inform the organisation's strategic intent, processes, systems and culture. These typically consist of two full day workshops that seek to gather the whole organisation or system together and collectively go through the phases of the 4-D Cycle.

Anticipatory principle – A fundamental principle that says that an individual's image of the future determines their actions. This is an energising basis and presumption of Appreciative Inquiry.

Appreciate – A verb that means 'to value something'. It's the act of recognising the best in the people or the world around us; to affirm the past and present strengths, successes and potentials; to perceive those things that give life (health, vitality and excellence) to living systems. It also means to increase in value (e.g. school grades have appreciated in value). Synonyms: Gain, grow, value, prize, esteem and honour.

Appreciative Inquiry – The cooperative search for the best in people, their organisation and the world around them. It involves systematic discovery of what gives a system ‘life’ when the system is most effective and capable in economical, ecological and human terms.

Burnout – A psychological term that refers to long-term exhaustion and diminished interest in work, often assumed to result from chronic occupational stress.

Co-constructed – A term used to describe a collaborative construction of an organisations future state. It is developed out of social construction theory, which states that human systems create their social reality by the words they speak.

Cognitive approach – In contrast to biological and behaviourist approaches, this school of thought claims that psychology should be concerned with a person’s internal representations of the world and with the internal or functional organisation of the mind.

Deficit approach to problem solving – An approach that begins with seeking out the problem or the weak link in the system. Diagnoses and then provision of alternative solutions are recommended. Appreciative Inquiry challenges this traditional paradigm by adopting an ‘affirmative’ approach and embracing and organisation’s challenges positively.

Design – The third phase of the 4-D Cycle in which participants create the possibility statements by determining the ideal, ‘how can it be?’ The organisations future is co-constructed. This is where the stakeholders work together to transfer their dreams.

Design elements – Those elements that are considered in the social architecture of the organisations future.

Destiny – The fourth phase of the 4-D Cycle in which participants continue to co-construct their preferred future by defining ‘what will be?’ Stakeholders begin the planning and implementation process to bring to life the dreams that have been designed. Stakeholders create plans, assign responsibilities, and commit to projects.

Dialogue – An exchange of ideas or opinions. It is about understanding and learning that builds trust and enables people to create new possibilities.

Discovery – The first phase of the 4-D Cycle in which participants inquire into the life-giving forces of the organisation to begin to understand and build their positive core. Participants uncover and value the best of ‘what is?’ This information is generated through the engaging appreciative interviews.

Dream – The second phase of the 4-D cycle in which participants dialogue and create a dream for the organisation. A collective vision is defined as ‘What might be?’

Facilitator – A person adept in the psychology of reading, understanding and analysing schools as living, human constructions.

Generativity – The type of learning that emphasises continuous experimentation, systematic thinking and a willingness to think outside the limits of an issue or circumstance.

Heliotropic – A term that implies that people have an observable and largely automatic tendency to move in the direction of affirmative images of the future.

Imagination – The process in the AI approach to strategic planning where time is spent dreaming and co-constructing the preferred future.

Inner dialogue – A term used to describe the conversation that goes on in the collective mind of the organisation. An organisation's inner dialogue can typically be ascertained by listening to the informal communication channels within the organisation.

Innovation – The process in the Appreciative Inquiry approach where involving strategic planning that begins the strategic design of short-term objectives, tactical and functional plans, integrated programs, structures and systems to best achieve the desired future.

Inquiry – A verb that describes the act of exploration and discovery. It also refers to the act of asking questions and of being open to seeing new potentials and possibilities.
Synonyms: discovery, search, study and systematic exploration.

Interview guide – The primary data collection tool used during the Discovery phase of the Appreciative Inquiry. Interview questions are determined based on the affirmative topic choice. These questions are open-ended and designed to elicit rich storytelling from the interviewee.

Organisational architecture – The model for designing an organisations future. This is where the design elements are selected to create the ideal organisation.

Paradigm – The generally accepted perspective of a particular discipline, theory, or mind-set at a given time.

Placebo-effect – A process created in the twentieth century in which projected images, as reflected in a positive belief, ignite a healing process that can be as powerful as conventional therapy.

PATH – Short for ‘Planning Alternative Tomorrows with Hope’ it is a graphic planning process that helps people to set positive, achievable targets, in order to move towards an ideal future.

Poetic principle – A fundamental principle and belief in the Appreciative Inquiry approach that says human organisations are like open books. The story of the system is constantly being co-authored and it is open to infinite presentations.

Positive core – That which makes up the best of an organisation and its people.

Positive image – An Appreciative Inquiry theory that posits that the more positive and hopeful the image of the future, the more positive the present day action.

Positive psychology – A psychological approach with an emphasis on health, achievement and well-being, rather than deficit (e.g. mental illness).

Positive principle – A fundamental principle and belief in the Appreciative Inquiry approach that says that momentum for change requires large amounts of positive affect and social bonding, attitudes such as hope, inspiration and the sheer joy of creating with one another.

Possibility statements - Statements that bridge the best of ‘what is’ with an organisations vision of ‘what might be.’ It becomes a written articulation of the organisations desired future state that is written in the present tense to guide the planning and operations in the future. Also known as provocative propositions in AI literature.

Post-modernism - An approach that questions whether an ultimate or singular version of truth is attainable. It emphasises the cultural and linguistic origins of truth.

Pragmatic – A school of philosophy that is characterised by consequences, utility and practicality as a vital component of truth.

Principle of simultaneity – A fundamental principle and belief that inquiry and change are simultaneous processes.

Problem-solving paradigm – A fundamental perspective that views organisations as problems to be solved.

Sense making – A term borrowed from action research that represents the analytical process within Appreciative Inquiry where the organisation defines and learns about change.

Social architecture – It addresses the design elements critical to an organisation to support the positive core. The first step in the Design phase is to identify this architecture.

Social constructionism – the idea that social systems create and determine their own reality through shared discourse and narratives.

Social-interactionist – An approach that proposes that people construct knowledge through socially mediated and culturally determined interactions.

Socio-cognitive approach – A psychological approach that integrates social and cognitive properties of systems, processes, functions and models. This term is especially used when complex cognitive and social properties are reciprocally connected and are considered essential to a given phenomenon.

Solution-focused - A goal-directed collaborative approach to psychotherapeutic change conducted through a series of precisely constructed questions that typically focus on the present and a preferred future.

Theme identification – Part of the Dream phase of the Appreciative Inquiry process where participants identify important threads from the interview data and summary sheets that pinpoint life-giving forces within the organisation.

Thematic analysis – A common form of analysis used in qualitative research that examines and identifies patterns within data that are then used to describe a phenomenon typically associated with a particular research question.

Whole system change – A term used to refer to the ultimate goal of Appreciative Inquiry: to transform an entire organisation at once.

APPENDICES

APPENDIX 1: Research diary

Summaries of the papers reviewed are presented below. I aimed to outline the motive, approach, findings, and any questions or comments I had that might relate to this research project.

Key articles have been indicated in **bold** next to the article reference for easy identification, I considered these to offer a significant contribution to the aims of this project.

Shaded articles have been side-lined from the literature review on the basis that they were not thought to make a relevant contribution to the overall aims.

Article	Aldred, R. (2011). From community participation to organizational therapy? World Cafe and Appreciative Inquiry as research methods. Community Development Journal , Vol.46 (1), p.57-71.
Background / Motive	Seeks to provide a critical appraisal of AI to balance the literature and raises three key issues for development practice.
Epistemology / Methodology	Attempts to use a neutral stance in a critical review. Sets AI within wider socio-political changes that aim to increase social participation. Outlines the epistemological basis of AI as social constructivist. Links AI to other areas of psychology, particularly positive psychology.
Strengths / Findings	Several key issues are raised including: <ol style="list-style-type: none"> 1. AI risks imposing an interpretation of structural problems as ‘misperceptions’ 2. AI has a potentially stigmatizing interpretation of ‘empowerment’, 3. AI has questionable assumptions about social change. Aldred (2011) recommends only using AI where there are limited power inequalities among those participating, or to supplement them with more formal democratic mechanisms.
Questions / Comments	How can one determine whether power inequalities are relatively balanced? Is AI ineffective in unequal settings?

	Can AI bring about greater equality where there are pockets of members willing to give it a try? Can AI work on a small scale within an organisation?
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Article	Bednarz, F., Cavicchiolo, E., Marchi, S. & Tomassini, M. (2011). Reflective practice, appreciative regard and organizational wellbeing: an experience in Swiss employment services. Reflective Practice: International and Multidisciplinary Perspectives , Vol. 12 (2), p.265-279.
Background / Motive	Authors focus on appreciative regard and storytelling as means to improve awareness and competences of the participants, enabling personal and organisational learning processes. Authors attempt to empower participants by reshaping their professional identity, competency and positive emotions.
Epistemology / Methodology	Social constructivist epistemology. Advocates of Participatory Action Research (PAR) and use of 'Appreciative techniques' rather than AI. PAR, and use of AI principles to challenge problem focused identities of unemployed persons. Discourse analysis.
Strengths / Findings	A novel application to motivate long-term unemployed back into work through self-evaluation and skills development. Participants reported it to be a useful and positive experience.
Questions / Comments	Findings seems irrelevant to this study because the context is too different from 'UK teaching staff' and the study uses a variety of approaches to create change, rather than a focusing on AI itself.

Example of AI in practice Article	Bright, D.S., Cooperrider, D.L. & Galloway, W.B. (2006). AI in the Office of Research and Development: Improving the Collaborative Capacity of Organization. Public Performance and Management Review , Vol.29 (3), p.285-306.
Background / Motive	To highlights the use of AI in an Environment Protection Agency. To describe how managers might use AI to improve their leadership effectiveness.
Epistemology / Methodology	The history and effects of a summit are described in a case analysis.

	Authors use a post-summit outcomes activity to identify whether it was a success or not.
Strengths / Findings	<p>Effectiveness measured by the number and brief description of the number of projects initiated by the event and by providing examples of the participant's reports. 6 months later around 50% of the projects had been completed.</p> <p>Issues: there was resistance from co-workers who did not attend the summit, particularly from front-line supervisors (e.g. Withholding time, or material resources).</p> <p>What was effective?</p> <ol style="list-style-type: none"> 1. Focus on inquiry is constant, and open-ended questions guide the entire process. 2. Authentic participation and inclusion. 3. Participants were actively invited to develop responses to questions themselves. <p>These differ from expert approaches where a small number of people make decisions and is often forced to defend them.</p>
Questions / Comments	<p>Success measured by; the number of projects created post AI Summit, the number of people volunteering any of the 40 projects, and the occasional comment made by participants during the AI Summit.</p> <p>There is a description of the assumptions of AI, but no true evaluation.</p> <p>Scale of project = 300 people over 4 days.</p>

Key Text Article	Bushe, G.R. (2010). A comparative case study of appreciative inquiries in one organization: implications for practice. Romania: Alexandru Ioan Cuza University Department of Sociology and Social Work and Holt Romania Foundation.
Background / Motive	18-month evaluation of the effectiveness of AI in large urban school districts, and to investigate what factors contributed to change. Bushe (2010) attempts to identify the theoretical underpinning of AI.
Epistemology / Methodology	<p>Uses critical realist epistemology.</p> <p>One of only two comparative studies on AI published to date.</p> <p>A comparative case study of 8 Canadian school districts.</p>

	<p>Bushe was a participant observer.</p> <p>Data gathered in the form of a survey completed after the AI Summit.</p>
Strengths / Findings	<p>Of 8 school districts studied, four of the sites experienced transformational changes, two sites had incremental changes and two showed little or no change.</p> <ol style="list-style-type: none"> 1. Positive affect and ratings of success of the AI summits at each site showed no meaningful relationship to change outcomes. 2. Level of change appeared to be related to how generative the inquiries were, how well the Discovery phase was managed and the quality of Design statements that came out of the summits. 3. Other factors exogenous to the design of the AI also appeared to play a role including: relations between teachers and principals and passionate and engaged leadership important. 4. AI need to link to pre-existing problems and so is not unrelated to problem solving methods. 5. The Discovery phase should be prolonged and designed to maximize the impact of the AI long before a Summit takes place. Consider the use of 'Viral Interviewing'.
Questions / Comments	<p>How can the more important features of AI be extended within such a short timeline?</p> <p>Bushe evaluates 8 summits with an average size of 80 (range = 50-100), the average time spent in the AI Summits was 2 days, but this varied considerably between cases.</p>

Key Text Article	<p>Bushe, G.R. (2011). Appreciative Inquiry: Theory and critique. In Boje, D., Burnes, B. and Hassard, J. (Editors) (2012). The Routledge Companion to Organizational Change, p.87-103. Oxford, UK: Routledge.</p>
Background / Motive	<p>Attempts to outline the theory and provide a critique of AI.</p>
Epistemology / Methodology	<p>Literature Review.</p>
Strengths / Findings	<p>Identifies 10 theoretical levers for change; Inquiry as Intervention, Generativity, Discourse and Narrative, Anticipatory Reality, Positive Affect,</p>

	<p>Building on Strength, Stakeholder Engagement, Working with Self-organising Processes, and Life Giving Properties of Social Systems. Bushe also refers to his earlier work on group identity being a relevant factor:</p> <ul style="list-style-type: none"> • For established groups inquire about the “ought”, rather than the “ideal” i.e., what we ought to do given this group or organisation’s responsibilities, goals and environment? • The Discovery phase is more powerful when the organisation is dysfunctional, rather than when it is operating at its best. <p>Critique of AI:</p> <ol style="list-style-type: none"> 1. A focus on positive stories invalidates the negative organisational experiences of participants and represses potentially necessary meaningful conversations. Positive and negative images of an issues are two sides to the same coin. This has caused tension with AIs non-deficit origins. 2. AI is often delivered poorly, is watered down, or do not state the theoretical levers for change. 3. More research is needed that explores / explains which moderators and contingencies influence AI outcomes rather than a reproduction of descriptive studies. E.g. detailed longitudinal case studies or comparative studies that track contingencies, mediators and moderators when AI is used repeatedly in the same or similar organisations.
Potential Research Questions	<p>When is AI the most appropriate change process? What contingencies are important to consider when planning an AI? What organizational factors most influence the success or failure of AI? What is happening to make AI work? What network effects from large scales support organizational change? Can AI processes be scaled up infinitely? How many members in a system need to be engaged for scale-of-the-whole effects to emerge? What are the competencies required of the AI facilitator? Can any clever person with a “positive attitude” learn to facilitate AI summits well? Is lack of facilitator characteristics or skills related to AI failure?</p>

Article	Calabrese, R., Hester, M., Friesen, S. & Burkhalter, K. (2010). Using Appreciative Inquiry to create a sustainable rural school district and community. International Journal of Educational Management , Vol.24 (3), p.250-265.
Background / Motive	The purpose of this paper is to document how a doctoral research team applied an action research process or AI improved communication and collaboration strategies among rural US school districts.
Epistemology / Methodology	An AI action research. A qualitative case study using the AI 4-D cycle over four consecutive weeks facilitated with nine selected stakeholders.
Strengths / Findings	<ul style="list-style-type: none"> • The AI 4-D cycle promoted greater respect and value of participants' strengths/assets through shared personal narratives. • Participants transformed their rural school district's culture from defensive, isolationist, and reactive to one that embraced internal and external collaboration, greater levels of trust, and hope; and participants increased social capital between the school district and community agencies as well as in the relationship among school district stakeholders. • Participants entered the process with strong expressions of powerlessness focused on school district and stakeholder deficits. They left the process empowered, with a plan to improve stakeholder communication, form district and community partnerships at many levels, and act immediately to initiate transformation projects. • Participants became conduits of hope for their rural community and viewed themselves as assuming leadership roles to bring groups together to build generative capacity.
Questions / Comments	<p>The authors use a definition of 'hope' from Snyder (2000), and 'social capital' that may be of use in my own inquiry. Neither concepts are measured.</p> <p>I cannot determine whether the AI was responsible for change, or whether the situation was ripe for any method to work. The article adopts an uncritical stance of AI as a methodology.</p> <p>Scale = 9 purposefully selected participants over 5 weekly sessions lasting half a day each. The first session was a preliminary meeting to explain the project.</p>

Article	Chalofsky, N. & Cavallaro, L. (2013). A Good Living Versus a Good Life: Meaning, Purpose, and HRD. Advances in Developing Human Resources , Vol.15, p.331-340.
Background / Motive	This article provides a sketch of the current research and thinking about meaningful work, and how tightness of the “fit” between self and work can determine how meaningful one’s work is perceived.
Epistemology / Methodology	Literature review, has a grounding in humanistic psychology.
Strengths / Findings	Suggests that increasingly (Generation Y and Millennial Generation, work life balance (in terms of work being enjoyable and reflecting our values) is more important than earning power. Human Resource departments may benefit from adopting a humanistic approach to employees and help them to see the meaning and purpose in their work, relationships and communities.
Questions / Comments	This relates to burnout and may provide a means of preventing burnout proactively.

Article (Example of AI in practice)	Conklin, T.A. (2009). Creating Classrooms of Preference: An Exercise in Appreciative Inquiry. Journal of Management Education , Vol.33, p.772-792.
Background / Motive	To raise awareness of AI and provide a detailed step-by-step approach of how to do an AI.
Epistemology / Methodology	Case study of AI used with students. Use of open ended questionnaires to gather qualitative data.
Strengths / Findings	Results of the exercise show increased awareness and optimism in students as well as relationship development with others in the class through shared experiences.
Comments / Questions	Evaluation questionnaire questions seem leading, not a critical evaluation, more of an example of AI used with a class of business studies students. Scale = 30 students over 1-2 hours.

Article	Cooperrider, D.L. & Fry, R. (2012). Mirror Flourishing and the Positive Psychology of Sustainability. Journal of Corporate Citizenship , Vol.46, p.3-12.
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Background / Motive	A journal editorial that links the well-being needs of the individual to citizenship and explore links with positive psychology.
Epistemology / Methodology	Authors provide a narrative of the use of AI to bring about positive changes.
Theoretical Base	Community Psychology
Strengths / Findings	NA
Comments / Questions	This is perhaps useful for understanding Cooperrider's epistemological stance and for some poetic language for selling AI.

Article	Cooperrider, D.L. & McQuaid, M. (2012). The Positive Arc of Systemic Strengths: How Appreciative Inquiry and Sustainable Designing Can Bring Out the Best in Human Systems. Journal of Corporate Citizenship , Vol.46, p.71-102.
Background / Motive	To highlight the opportunities and challenges related to the use of AI to bring about systemic change.
Epistemology / Methodology	Analyses the performance and impacts of six case studies of AI design summits.
Strengths / Findings	Argues that we are in a 'collaborative age' and that the major difficulty for large companies' face is for change to occur together (with all of the organisation's participants involved). Outlines the philosophy behind AI strengths based management (Cooperrider and Godwin, 2011), 80/20 deficit norm, AI aims to reverse this.
Questions / Comments	Again, this study describes the AI philosophy but this is basically an advertisement for AI rather than a critical or comparative case study.

Article	Dick, B. (2004). Action research literature. Action Research , Vol.2 (4), p.425-444.
Background / Motive	To provide a comprehensive literature review attempting to identify themes and trends in Action Research, particularly AI.

Epistemology / Methodology	Literature review.
Strengths / Findings	<p>Author views AI neutrally and is sceptical about literature advocating its use.</p> <p>The author questions the absence of theory building from action research and AI.</p> <p>Findings: The most prominent theme is the dramatic success of AI as a change methodology.</p> <p>Author expresses surprise at the lack of theory building literature on Action Research, and AI.</p>
Questions / Comments	<p>This research contains very little on AI itself other than to comment on its growth and the absence of theory building research to support it.</p> <p>It is a useful source for literature relating to Action Research.</p>

Article	Dick, B. (2009). Action research literature 2006-2008: Themes and trends. Action Research , Vol.7, p.423-441.
Background / Motive	To complete a literature review of books on action research from 2006-2008 and to identify emergent trends.
Epistemology / Methodology	Reviews literature from Educational Action Research (AR) and AI.
Strengths / Findings	<p>Almost all AR aiming to bring about change is holistic and systemic in approach.</p> <p>Author cites various authors as notable examples of; systemic approaches, soft-systems methodology, action research and ethics proposals. There is a dedicated section for AI.</p> <p>Identifies the key AR journals.</p> <p>AR seems to be growing and cross-fertilising with other disciplines. It is fitting the situation, rather than following a recipe. The author identifies a gap in the literature on AR as being both theory building and applications to complex situations.</p>
Questions / Comments	<p>This article was recommended as a critical reflection of AI by Grant & Humphreys (2006), but contains very little on AI itself other than to comment on its growth and the need for theory building.</p> <p>It is a useful source for (now dated) literature relating to Action Research.</p>

	<ul style="list-style-type: none"> • It may be worth exploring the complexity of organisational change. • Also the links between AI and solution focused change. • The gap identified is similar to my research aims.
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Key Text Article	Dickerson, M.S. & Helm-Stevens, R. (2011). Reculturing Schools for Greater Impact: Using Appreciative Inquiry as a Non-Coercive Change Process. International Journal of Business and Management , Vol.6 (8), p.66-74.
Background / Motive	To describe AI as a method in which schools can reduce teacher isolation, increase peer support networks and share professional practices.
Epistemology / Methodology	Case Study design. Thematic analysis of participants' feedback of the AI.
Strengths / Findings	<p>Argues that AI can be used to build a collaborative culture.</p> <p>Strong section on the difficulties faced by schools wishing to change school culture.</p> <p>Recommendations for improving student success include; supportive leadership, trust, respect, a process for inducting new members, a desire to grow and improve, regularly scheduled time and space for communication and collaboration, and the ability to make decisions for their group, as well as a practice of rigorous assessment to revise practices.</p>
Questions / Comments	<p>This is an excellent text for justifying the use of AI in a school environment, it captures the resistance teachers have for change processes.</p> <p>Perfect for selling AI to teachers and management, and for structuring a discourse analysis generally.</p> <p>Scale = up to 100 parents, students, teachers, administrators, support staff, local authority personnel and others. Delivery ranged from several weeks to two days.</p>

Key Text Article	Doggett, C. & Lewis, A. (2013). Using Appreciative Inquiry to facilitate organisational change and develop professional practice within an Educational Psychology Service. Educational & Child Psychology , Vol.30 (4), p.124-143.
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Background / Motive	To demonstrate the use of AI in a closed team of EPS, and to provide lessons for future practice on the basis of critical reflections regarding its use.
Epistemology / Methodology	AI is a type of participative action research (PAR) rooted in social constructionist epistemology. Methods used for the study is Case Study design with questionnaire data used to evaluate its effectiveness.
Strengths / Findings	This is a rare example of a UK application of AI. Worcestershire Educational Psychology Service (EPS) reported AI to be an engaging and highly positive experience, and offered EPS an opportunity to take control of a stressful situation. Critical reflections are offered including; the need for more time to implement the project ideas, the limitations posed by running AI in two afternoons (rather than 3-4 days), pre-defined topic choices were somewhat ignored by EPs for the pursuit of more personal goals and interests. The practice of AI in itself was not very effective at reducing feelings of stress, but it did increase participants' sense of purpose and agency.
Questions / Comments	Provides a useful list of recommendations for using AI from their own literature review, and a no-nonsense summary of the AI approach. Scale = three EPS, over two half day events held 3 months apart.

Article	Doveston, M. & Keenahgan, M. (2010). Teachers and educational psychologists working together: what can we learn? Support for Learning , Vol.25 (3), p.131-137.
Background / Motive	Working with EPs to promote more effective interpersonal relationships by identifying what is already working in the class rather than focusing on the difficulties and problems. Draws on principles from AI, solution focused thinking and consultation. AI is used to promote positive class ethos by identifying positive behaviours in a class, highlighting when these behaviours happen in class whenever possible to make the most of what works, and using appreciative language to describe behaviours so that pupils know how to repeat the success.

Epistemology / Methodology	Five teacher focus groups and a semi-structured questionnaire.
Strengths / Findings	This is an interesting application of AI to behaviour management. It provides a formula for EPs to deliver AI for behaviour management that seemed to add value to participant teachers.
Questions / Comments	No particularly relevant, but interesting. Descriptive research, little evaluation but covered a range of strengths based approaches.

Article	Evans, L., Thornton, B. & Usinger, J. (2012). Theoretical Frameworks to Guide School Improvement. NASSP Bulletin , Vol.96, p.154-171.
Background / Motive	To review four major theories of organisational change including AI and to publicise their applicability to school systems. To provide clear guidelines for successful organisational transformation, change management, and decision making.
Epistemology / Methodology	Literature Review.
Strengths / Findings	Considers some of the education / school specific difficulties faced when attempting organisational change. Some arguments provided for using a particular model with a theoretical basis.
Questions / Comments	In essence, another description of AI, but with more detail on the 5 principles of AI. Recognises the demoralising effect of “initiativitis” and the difficulties that school face in organisational change.

Article	Fifolt, M. & Lander, L. (2013). Cultivating Change Using Appreciative Inquiry. New Directions for Student Services , Vol.143, p.19-30.
Background / Motive	To demonstrate how the articulation and increased awareness of collective organisational values can be facilitated through an AI process.
Epistemology / Methodology	Two case studies, evidence gather from a multitude of sources to justify the impact that AI has had on student / staff performance.
Strengths / Findings	States AI main principles. Introduces alternative ways AI can be used e.g. SOAR (Strengths, Opportunities, Aspirations, Results). AI can be applied to engage in self-assessment activities.

Questions / Comments	Very descriptive, un-critical account of AI being used in two educational settings. The description of AI's principles may have some value. Scale = examples given that involve a steering group interviewing up to 500 participants over 8 weeks.
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Article	Fiorentino, L.H. (2012). Positive Perspectives on the Profession: Reframing through Appreciative Inquiry. Quest , Vol.64 (4), p.209-228.
Background / Motive	To advocate the use of AI in pedagogic practice.
Strengths / Findings	A Socratic argument for the use of AI to improve professional development in education.
Epistemology / Methodology	None identified.
Questions / Comments	Another description of AI.

Key Text Article	Grant, S. & Humphries, M. (2006). Critical evaluation of Appreciative Inquiry: Bridging an apparent paradox. Action Research , Vol.4, p.401-418.
Background / Motive	To critically examine AI as a framework for organisational change. Critical Appreciative Process (CAP) is coined to describe the combination of Critical Theory (CT) and AI together. CT is thought to deepen insight into how AI works.
Epistemology / Methodology	Literature review. Reflections on two failed AI projects. Social Constructivist, Foucauldian lens.
Strengths / Findings	AI is critical of status quo in organisations, and also needs to be reflexive. It does critique consciousness and ideologies that exist in organisations. It challenges power dynamics in organisations for instance. Authors argue that the paradox created by AI and the status quo is generative and energising. Enabling participants to come to solutions that they might not if the paradox were to be ignored. The paradox is a critical theory term. The methods used by AI and critical theory originate in the same epistemology, but CT may use negative dialect and seek to cause

	<p>dissent in order to maintain what is good, but the authors acknowledge that CT need not be negative.</p> <p>Recommendations: Omit the word “should” from AI questions as this implies an obligation to the researcher. Consider participants concerns, what gets left out is just as important as what is included – does this disqualify participants local, grounded knowledge? It is important to acknowledge negativity, and treat it as the other half of the coin to positive change. Complex problems are the shadow of positive values and change.</p>
Questions / Comments	<p>This is rich with theoretical and philosophical arguments about the how and why AI may work.</p> <p>Attempts to address the imbalance of positivity of AI with CR.</p> <p>Argues that AI chooses the discourses of the participants and is not truly participatory action research, this imbalance is an expression of power/control over the participants (Foucauldian interpretation). Instead look to explore the potentially emancipatory critique.</p>

Article	<p>Harmon, R.B., Fontaine, D., Plews-Ogan, M. & Williams, A. (2012). Achieving transformational change: using Appreciative Inquiry for strategic planning in a school of nursing. Journal of Professional Nursing, Vol.28 (2), p.119–124.</p>
Background / Motive	<p>Case study with a description of 10 steps needed to design an AI summit and implications for using this method in other schools of nursing.</p>
Epistemology / Methodology	<p>Case Study.</p>
Strengths / Findings	<p>Provides instructions for a full two day AI complete with practical details.</p>
Questions / Comments	<p>Very practical, and an article I could supply to those in the school management team who wish to understand what AI looks like in practice without getting bogged down in the assumptions or epistemology.</p> <p>Scale = 135 participants over 2 days.</p>

Article	<p>Harrison, L.M. & Hasan, S. (2013). Appreciative Inquiry in Teaching and Learning. New Directions for Student Services, Vol.143, p.65-75.</p>
Background / Motive	<p>To challenge contemporary narrative that suggests higher education and student learning are in decline and advocate AI as a means of doing so.</p>

	Discusses practical ways in which AI principles can be applied to the classroom and wider learning environment.
Epistemology / Methodology	Reflection and discourse analysis. Social Constructivist with a Foucauldian lens applied to common education practices.
Strengths / Findings	Practical suggestion for embedding AI (or strengths based principles) in teacher practice.
Questions / Comments	Little theoretical value to this project, but perhaps of interest to teachers who wish to understand how AI can be used more widely.

Article	Kadi-Hanifi, K., Dagman, O., Peters, J., Snell, E., Tutton, C. & Wright T. (2013). Engaging students and staff with educational development through Appreciative Inquiry. Innovations in Education and Teaching International , p.1-11.
Background / Motive	To describe an application of AI in Higher Education.
Epistemology / Methodology	Case Study.
Strengths / Findings	A UK study.
Questions / Comments	Very descriptive. Scale = 3 student researchers gathering information from 176 other students using focus groups.

Article	Kumar, L.R. & Chacko, T.V. (2012). Using Appreciative Inquiry to Help Students Identify Strategies to Overcome Handicaps of their Learning Styles. Education for Health , Vol.25 (3), p.160-164.
Background / Motive	To demonstrate that self-understanding of learning styles (VARK) improves their perceptions about usefulness of learning styles. AI is used to help students view this tool positively.
Epistemology / Methodology	Quantitative analysis of pre/post attitudes to understanding learning styles. Questionnaire involving Likert scales.

Strengths / Findings	Study finds that positive reframing and strengths based approaches help students to see their completion of a VARK questionnaire positively. This could have applications to improving student confidence.
Questions / Comments	62 of 100 students responded to the questionnaire. Study is of little relevance to this project.

Article	Nelson, E.M. & Wright, C.M. (2011). Making Choices: Simultaneous Report and Provocative Statements, Tools for Appreciative Inquiry. Journal of Applied Research for Business Instruction , Vol.9 (1), p.1-5.
Background / Motive	An attempt to demonstrate how AI can improve student participation.
Epistemology / Methodology	Case Study
Strengths / Findings	Extends the range of applications for AI to include a pedagogical programme called 'Making Choices'.
Questions / Comments	Not relevant to this project.

Article	Onyett, S. (2009). Working Appreciatively to Improve Services for Children and Families. Clinical Child Psychology and Psychiatry , Vol.14, p.495-507.
Background / Motive	Explores a variety of strengths based approaches and their applications to complex systems including education.
Epistemology / Methodology	Analysis of the author's experiences of a range of strengths based approaches, and attempts made to identify common features. Both descriptive and suggests some theory building.
Strengths / Findings	The authors suggest that the theme that unites all approaches is a focus on developing effective relationships at all levels and a pragmatic focus on what works so that we can find opportunities to do more of it. Some practical suggestions made for doctors to put AI principles into practice, but the author warns that inquiring appreciatively is not 4D AI. Includes a description of the common problems faced by large organisations that AI aims to address. Links Solution Focused and AI together by common themes.

Questions / Comments	This may prove useful in my own discourse analysis as it provides a range of possible mechanisms for how AI is working from the author's experience.
Article	Richer, M., Ritchie, J. & Marchionni, C. (2009). If we can't do more, let's do it differently! Using AI to promote innovative ideas for better health care work environments. Journal of nursing management , Vol.17, p.947-955.
Motive	AI applied to promote the emergence of innovative ideas regarding the reorganisation of health care services.
Epistemology / Methodology	Participant observation, interviews, direct observation and documentation to gather multiple sources of evidence. Discourse Analysis.
Methodology	A multiple embedded case study (2 cases) was conducted in two interdisciplinary groups in outpatient cancer care to better understand the emergence and implementation of innovative ideas.
Strengths / Findings	<p>This study makes a contribution to the literature that examines micro systems change processes and how ideas evolve in an interdisciplinary context.</p> <ol style="list-style-type: none"> 1. Nurses initiated ideas, other group members refined them. This suggests power influences the choice of topic. 2. Some ideas evolved, or were initially dropped then re-adopted. 3. Interdisciplinary collaboration was necessary for progression. 4. The involvement of management in the process championed ideas for the management team to consider. Organisational support is a precursor to implementation of ideas. 5. AI inspired hope to complex and fraught problem situations. 6. Managers need to follow through on the proposed ideas. Consider developing short-term ideas or 'quick successes' to sustain the momentum engendered by the AI process.
Questions / Comments	<p>This study focuses on the types of outcomes generated rather than on the AI itself. What contributed to success?</p> <p>This study ended before the ideas were implemented. Was change sustained?</p> <p>Scale = two case studies of 23 and 24 participants. 11 sessions each lasting 1 hour over 9 months.</p>

Article	Rosenberg, L.R. (2010). Transforming leadership: reflective practice and the enhancement of happiness. Reflective Practice: International and Multidisciplinary Perspectives , Vol.11 (1), p.9-18.
Background / Motive	To argue that happiness is a vital part of organisational well-being and transformational change.
Epistemology / Methodology	Literature review synthesising AI, happiness and organisational change. Attempt is made to describe additional features of the theory of organisational change. Epistemology suggests critical realism.
Strengths / Findings	Proposes that happiness (positive affect) is important for organisational change.
Questions / Comments	Cooperrider's (2003) AI treats the organisation as an organism (whole). This is likely to mean my small group AI is not a full AI. The notion that happiness is important for change is disputed by research that suggests that generativity is more important, and happiness not significantly important. Is this dependent on the organisation?

Article	Sharma, G. & Good, D. (2013). The Work of Middle Managers: Sense making and Sense giving for Creating Positive Social Change. Journal of Applied Behavioral Science , Vol.49, p.95-122.
Background / Motive	To help middle managers to address the contradiction they face with generating virtuousness with the need for profits and logical social systems.
Epistemology / Methodology	Descriptive literature review.
Strengths / Findings	This article seeks to answer the following questions: (a) What are the underlying processes through which middle managers can sustain a social initiative in a for-profit organization? (b) What are the individual capacities required for such work? (c) How can organizations create enabling conditions and opportunities for managers to develop these capacities?
Questions / Comments	Not about AI, but does suggest AI as a possible way of sense making in organisations.

Article	Souza, L.V., McNamee, S. & dos Santos, A.M. (2010). Evaluation as social construction: Appreciative Inquiry. Psicologia & Sociedade , Vol.22 (3), p.598-607.
Background / Motive	This article attempts to introduce AI as a valid and useful approach to evaluation in Brazilian educational contexts.
Epistemology / Methodology	Neutral description of AI as a social constructivist evaluative approach to organisational development. Describes the theory of AI and outlines some of the criticisms of the approach, along with potential solutions.
Strengths / Findings	Another good description of AI as an approach to organisational change / organisational evaluation.
Questions / Comments	Clear links are made to the epistemological assumptions of AI. May be useful for describing what AI is in the project, particularly links it has with social constructivism.

Article	Stowell, F. (2012). The Appreciative Inquiry Method—A Suitable Candidate for Action Research? Systems Research and Behavioral Science Systems Research , Vol.30, p.15–30.
Background / Motive	To review how AI Methodology (AIM) can be used to conduct Participatory Action Research (PAR) in organisations.
Epistemology / Methodology	A descriptive literature review / discussion about the suitability of AIM for PAR.
Strengths / Findings	This paper is written from the prospective of PAR and discusses how AIM is useful.
Questions / Comments	May be helpful for writing about my choice of AI as part of a wider request to engage in PAR in the host school. Generally, not useful since AIM and AI are not the same methodology.

Key article Article	Trajkovski, S., Schmied, V., Vickers, M. & Jackson, D. (2012). Implementing the 4D cycle of Appreciative Inquiry in health care: a methodological review. Journal of Advanced Nursing , Vol.69 (6), p.1224–1234.
Background / Motive	To examine and critique how the phases of the 4D cycle (Discovery, Dream, Design, and Destiny) of AI are implemented in a healthcare context.

Epistemology / Methodology	A methodological review following systematic principles that describe the application of AI to healthcare contexts.
Strengths / Findings	<p>The 4D phases were not rigid steps and were adapted to the setting and participants. Overall, participant enthusiasm and commitment were highlighted suggesting AI was mostly positively perceived by participants. Provides a useful template of a systematic review.</p> <p>This paper provides an overview of the approaches used by researchers when implementing the 4D cycle.</p> <ul style="list-style-type: none"> • Highlights the varied time frames used by researchers when implementing the 4D cycle • Provides guidance for novice AI researchers when working in the flexible AI framework. <p>There is a lack of methodological consistency in undertaking and reporting AI and reliable methods of measuring change when using an AI approach.</p>
Questions / Comments	Uses the Critical Appraisal Skills Programme (CASP) tool to determine whether research is worth including in the review. This is something that may prove valuable.

Article	Willoughby, G. & Tosey, P. (2007). Imagine 'Meadfield': Appreciative Inquiry as a Process for Leading School Improvement. Educational Management Administration & Leadership , Vol.35, p.499-520.
Background / Motive	To describe AI and its application within a UK schools.
Epistemology / Methodology	AI is introduced and its literature reviewed, then a case study is presented as the first known large-scale AI undertaken in an English secondary school from the perspective of the Headteacher.
Strengths / Findings	Closely linked to the project I am undertaking, but on a larger scale. Very descriptive account of the process of AI used as a form of self-evaluation.
Questions / Comments	<p>The evaluation of the AI itself is weak, with a few anecdotal comments made.</p> <p>Scale = 275 students and 35 staff interviewers in the discovery phase; 45 attended the dream phase (2x 2.5 hour summits). No mention of design or destiny phase.</p>

Article	Ye He (2013). Developing teachers' cultural competence: application of Appreciative Inquiry in ESL teacher education. Teacher Development: An international journal of teachers' professional development , Vol.17 (1), p.55-71.
Background / Motive	To use AI as a teaching tool and build a sense of community in 'English as a Second Language' teacher education. This projects essentially attempts to use AI as a tool for the development of cultural capital.
Epistemology / Methodology	Critical realist, quantitative study evaluating the impact of AI. Qualitative data also taken. Koehn and Rosenau's (2002) multicultural competence framework used to measure improvements thought to be from AI. Scale = 21 students on a 12 week course using AI as an evaluation tool.
Strengths / Findings	Using AI as a pedagogy to set trainee teachers assignment and reading tasks to develop their cultural awareness. Significant outcomes achieved, demonstrating that activities (AI informed) learning activities improve cultural awareness.
Questions / Comments	Was it the AI that caused change, or the self-reflective learning activities? Little to add to my project aside from another description of AI.

APPENDIX 2: Links between Appreciative Inquiry and other psychological approaches

These links between AI and other psychological approach are by no means exhaustive, but aims to add credence to the claim that AI is more than just a change process.

Psychological approach	Links to Appreciative Inquiry
Positive Psychology	AI aims to develop the positive aspects of human experience, including: trusting working relationships, self-empowerment, engagement, collaboration, personal resources, sustainable change, social bonding, positive affect and the creation of communities of betterment and purpose through envisioning a better future (Boyd and Bright, 2007; Cooperrider, Whitney and Stavros, 2008; Rosenberg, 2010).
Social Constructionism	<p>A critical stance regarding claims to knowledge; importance of cultural relativity; social construction of knowledge through social and linguistic processes (Gergen, 1985).</p> <p>AI replaces negative social narratives with deliberately affirmative narratives using the principle that ‘words create worlds’ (Ludema, 2001; Cooperrider, Whitney and Stavros, 2008; see also www.centerforappreciativeinquiry.net, 2015).</p>
Community Psychology	<p>AI challenges individualistic assumptions regarding social action and highlights the relevance of organisational context in shaping communities of practice with a shared vision (Cooperrider, Whitney and Stavros, 2008; Kagan et al., 2011; Evans et al., 2012).</p> <p>Well-being is a consequence of processes or circumstances found in the nature of relationships and therefore rooted in political and organisational practices (White, 2008; Wilkinson and Pickett, 2010).</p>
Solution-focused Approaches	<p>AI shares four key principles with solution-focused approaches, including:</p> <ol style="list-style-type: none">(1) Examination of strengths, assets, resources and achievements rather than deficits.(2) Envisioning possible and preferred futures.(3) Exploration of what is already happening that contributes to those futures.(4) Stakeholders treated as contextual experts (de Shazer et al., 1986; Onyett, 2009).

Planning Alternative Tomorrows with Hope (PATH)	<p>PATH and AI share three basic features:</p> <ol style="list-style-type: none"> 1. A focus of planning everyday events and activities; 2. Emphasis on developing existing internal relationships; 3. Planning occurs with the main stakeholders and those committed to helping the group to achieve their goals (Pipi, 2010). <p>PATH and AI engage with whole systems through purposeful internal dialogue and invoke. They beginning by creating an anticipatory reality and then working backwards through systematic planning processes to move closer to that goal (Cooperrider, Whitney and Stavros, 2008; Pipi, 2010; Bushe, 2011).</p>
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APPENDIX 3A: Scheme of work for an Appreciative Inquiry into teacher well-being

Pre-meeting planning 29 th March - 17 th June 2014				
Phase	Objective	Activities	Products	Resources
Introduction, defining and planning	<p>Submit planning Advise on whom to invite and design of summit. Act as host at summit.</p> <p>Recruitment Identify and build a steering committee / core team.</p> <p>Communication Refine the project title, purpose and measures. Generate communication about the project to encourage involvement.</p> <p>Interview guide Refine and test interview guide. Identify stakeholders and design interview guides.</p> <p>Story collection Collect stories using summary sheets from interviews.</p>	<p>Presentation to university panel and school LT.</p> <p>Generation of one-page summary of affirmative approach, interview guide and summary sheets.</p> <p>Create a one sheet summary of AI project.</p> <p>Email core team summary approach, interview guide and summary sheets.</p> <p>Initiate interviews.</p> <p>Order materials for AI murals and summit.</p>	<p>Stories for story collection team (interview guides and summary sheets)</p> <p>Core team roster.</p> <p>Summit scheme of work.</p> <p>One sheet summary of AI project.</p>	<p>Identified articles from literature review.</p> <p>Cooperrider D.L., Whitney, D. and Stavros, J.M. (2008). Appreciative Inquiry Handbook: For Leaders of Change (2nd edition). Brunswick, Ohio: Crown custom publishing, Inc.</p>

Kick-off Workshop 18 th June 2014			
Objective	Workshop Activities	Products	Resources
Review, refine the project title, purpose and measures.	Introductions, ground rules and an overview of our purpose. Confirm / refine topics of inquiry.	Stories for to take to summit (summary sheets)	Materials including AI introduction script, flipchart paper, tape, markers and camera.
Generate communication about the project to encourage involvement.	Provide an overview of AI using 1 sheet summary.	Plan for widening participation and access more stories.	One-page summary of AI.
Refine and test interview guide. Identify stakeholders.	Members paired up with people they know least well to mix the levels and areas of work. They interview each other using a script that aims to share personal stories about times when they have had their best experiences in the organisation and their contribution to it. Members contribute to the murals before or after the interviews.	Shared commitment and understanding of the project aims and ambitions.	Interview guides with summary sheets.
Collect stories using summary sheets from interviews.	Explore possibility of widening participation. If we are able to do this then we need to plan how we can create opportunities to gather other's views – workshops, focus groups, interviews...		Lead by affirmation.
Read and reorganise stories, identifying key stories to share at the summit.			
Pass interesting stories to the communications team to share.	The pairs then form small groups to share and explore interesting / powerful stories. Decide on the most powerful ones to report back to their core team. There is no fixed way to do this; it can be a narrative analysis of best stories and moral tales and / or data can be reduced and displayed in diagrams, charts, tables, pictures, storybooks, newsletters or other visual aids. Look for creative ways to organise, listen to and understand what is being said from multiple perspectives.		
Lead AI workshops			
Capture ideas / innovation from workshops (via summary sheets / flipcharts)	Begin to find themes in the successes and factors that are embedded in the stories. The objective is to find out <i>when</i> and <i>why</i> organisations operate at their best and <i>what</i> are the core capabilities that allow the organisation to perform well? This process will identify the 'positive core'. Use the interview summary sheets to reduce, record and check the interviewee's meanings through dialogue.		
Prepare ideas from murals to bring to the summit.			

First Summit 25 th June / 3 rd July 2014				
Phase	Objective	Summit Activities	Products	Resources
Dream	<p>To build on the outcomes from the discovery phase and envision the school's potential for positive influence and impact.</p> <p>Develop ideas of what the future can be.</p> <p>To share and enliven the dreams, enact, imagine and define the dreams.</p> <p>To identify what is happening and what is better and what is positive about the organisation.</p>	<p>Note: anyone else interested in joining this phase of the inquiry following the discovery interviews is welcome to come along to contribute to the dream / design phase.</p> <p>Introduction: Recap on how the discoveries went overall. What does our data look like in terms of capturing peak experiences of teachers in the school? Discuss action research methodological approaches to data analysis, e.g. thematic analysis, narrative storytelling, skits, reductionist analysis, imagery etc. (10mins)</p> <p>Small group activity: Whole group split into quads. These groups discuss the most powerful and interesting stories from the discovery phase and to identify common themes that seem to emerge (we are looking for 3-4 themes per group). Each group is encouraged to observe and value the stories rather than critique, judge or analyse them to identify the 'life-giving forces' (joy, satisfaction, positivity) that contribute to the success and well-being for members in the organisation. <i>What have the interviewers seen, heard or experienced during the discovery phase?</i></p> <p>Presentations: Prepare a brief verbal (max 5min) presentation that addresses your group's short answer to the question "<i>What do people in the interviews describe to be the 'life-giving' forces within this school?</i>" These ideas are then shared with other members in the (wider) group, who then reflect on the most powerful and appealing ideas to emerge. Next these ideas are then reflected on and used to create our greatest hopes and wishes for the future of the organisation. This will be a creative <i>idealised vision and dream</i> of the preferred future. These visions and dreams become the focus of the next two stages.</p>	<p>An analysis of data gathered in the discovery phase.</p> <p>By building on the energy and excitement and synergy of the discovery phase and by extracting the themes of the 'life-giving forces', we will begin to envision an organisation of the future; one that embodies the images, hopes, dreams and visions of its people.</p> <p>Ideal future drawing (for the second summit).</p>	<p>Completed summary sheets.</p> <p>Worksheet #1. Worksheet #2.</p> <p>Flipchart paper and craft markers to record ideas for presentations.</p> <p>Examples of ways a preferred future has been envisioned in other similar processes (e.g. PATH).</p> <p>2A0 roll of paper. Craft markers.</p> <p>Digital camera to record and distribute the idealised vision / dream to stakeholders.</p>

Second Summit 15 th July 2014				
Phase	Objective	Summit Activities	Products	Resources
Design	<p>To bridge the gap between the best of 'what is' and 'what might be'.</p> <p>To create 'possibility statements' founded on the 'key Ingredients for improving teacher well-being' to visualise the goal.</p>	<p>The Design phase is the most important aspect of the summit and have therefore an entire session has been dedicated to getting it right. This session will determine the school's objective for the next 12 months.</p> <p>Facilitator explains the objectives and activities for this summit:</p> <ul style="list-style-type: none"> • We will select and use design elements (Worksheet #3) • Identify internal and external relationships (Worksheet #4) • We will use interview summary sheets and data from discovery phase to craft possibility statements (Worksheet #5). <p>Se split into subgroups to create 'possibility statements' using the 'design elements' and 'identified relationships'. There may be multiple possibility statements describing each identified theme or each topic being investigated.</p> <p>These then need to be distributed to key stakeholders for comments and redrafted before, or at the beginning of the destiny phase.</p>	<p>Identification of the design elements, relationships and themes.</p> <p>A selection of possibility statements crafted.</p>	<p>Worksheet #3 Worksheet #4 Worksheet #5</p> <p>Interview Summary Sheets from Discovery Phase to inform possibility statements.</p>

Third Summit Autumn 2014				
Phase	Objective	Summit Activities	Products	Resources
Destiny	<p>Practicalities considered and roles allocated (using PATH template).</p> <p>Participants enrol / people identified and actions agreed.</p> <p>Dates agreed to feedback progress in 1, 3, 6 months</p>	<p>We then split into subgroups to work on ways in which we can realistically address the tension between what the organisations destiny and where we are now.</p> <p>What would the possibility statements look like if they were successfully implemented? The PATH process can be a useful template for affirmative action planning.</p> <p>The whole group then make suggestions for further improvements to make the possibility statements more powerful and realistic. They are added to the PATH.</p> <p>The groups create short-term targets and key actions for implementation following the PATH process.</p> <p>Destiny</p> <ul style="list-style-type: none"> Each working group are asked to communicate and monitor the implementation of the ideas over the next 1, 3 and 6 months and share any successes at different points in the time line. <p>Organise the process evaluation and ensure consent for the follow up focus group.</p>	<p>A plan of action aimed at moving the organisation closer to the dream/goal.</p> <p>A visual representation of the AI findings.</p>	<p>PATH template adapted to use AI language and principles.</p> <p>Camera for creating a hi-resolution digital image of the PATH.</p>

Evaluation A September 2014				
Phase	Objective	Activities	Products	Resources
Research	<p>To gain insight into their experiences of AI as an organisational approach to promoting teacher well-being.</p> <p>Research questions:</p> <ol style="list-style-type: none"> 1. What are secondary school participants' experiences of AI as an approach to organisational change? 2. How do secondary school participants' experiences of AI compare with current theory? 3. How effective is AI as way of facilitating organisational change to promote teacher well-being? 	<p>This focus group will involve discussion based around the four phases of the appreciative inquiry process and a fifth theme related to the process as a whole and its suitability for addressing our particular aims, i.e., to improve teacher well-being.</p> <p>Group shares their experiences to evaluate the process.</p> <p>Complete the focus group script.</p>	<p>Anonymous digital recording of participants' views of each phase in the AI process, as well as suitability for the topic of inquiry.</p>	<p>Digital voice recorder.</p> <p>Conference microphone.</p> <p>Focus group schedule.</p> <p>Scheme of work prompt.</p>

Steering group progress update before summer break (1 month later)
Steering group progress around October half term (3 months later)
Steering group progress update around February half term (6 months later)

APPENDIX 3B: Session handouts

An introduction to Appreciative Inquiry

Appreciative Inquiry (AI) is the cooperative search for the best in people, their organisation and the world around them. It involves the discovery of what gives 'life' to organic systems when they are operating at their most effective and constructively capable, in human terms. AI involves the art and practice of asking questions that enable members to apprehend, anticipate and heighten positive potential. AI can be used to mobilise dozens or even thousands of people. AI interventions focus on imagination and innovation instead of the negative, critical and spiralling diagnoses commonly used in organisations. The Discovery, Dream, Design and Destiny model links the energy of the organisation's Positive Core to generate changes never previously considered possible.

AI is based on the simple assumption that every organisation has something that works well and those strengths can be the starting point for creating positive change. Inviting people to participate in dialogues and share stories about their past and present achievements, assets, unexplored potentials, innovations, strengths, opportunities, benchmarks, high-point moments, lived values, insights and visions of valued and possible futures, help to identify the organisation's Positive Core. From this, AI links the energy of the Positive Core directly to any change agenda, creating energy, excitement and a desire to move towards a shared dream.

AI is an approach to organisational analysis and learning that is intended for discovering, understanding and fostering innovations in social organisations.

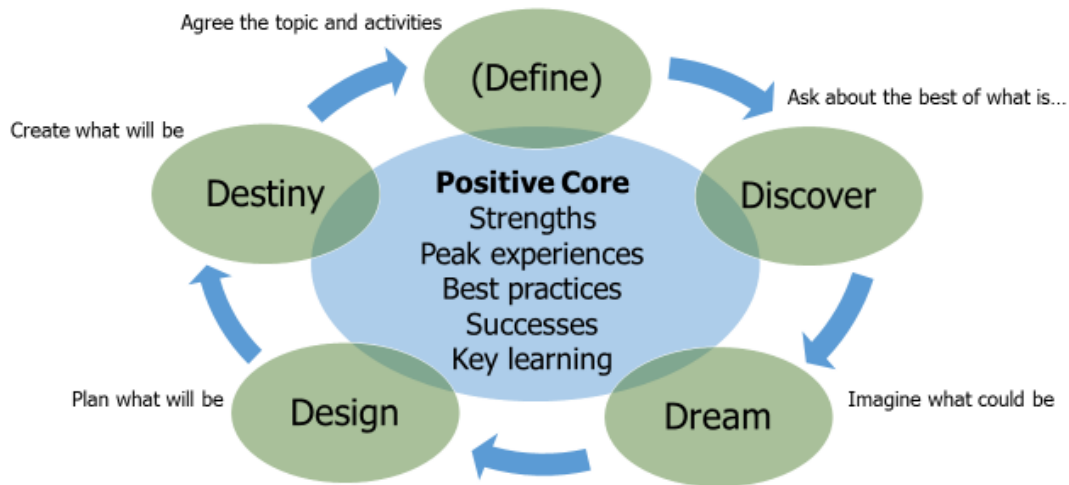
AI is deliberate in its affirmative life-centric search and utilises carefully constructed inquiries to allow practitioners to affirm the symbolic capacities of imagination, as well as the social capacity for conscious choice and cultural evolution. The process involves interviewing and storytelling to draw out the best of the past, to understand what one wants more of and to set the stage for effectively visualising the future. The following propositions underline AI:

- Inquiry into 'what is possible' in an organisation should begin with appreciation.
- Inquiry into what is possible should yield information that is practical and applicable.
- Inquiry into what is possible should be provocative and stir members to action.
- Inquiry into the human potential for organisational change should be collaborative.

As a method of organisational analysis, AI differs from conventional managerial problem solving. When we view organisations as problems to be solved, the task tends to focus on removing deficits by (1) identifying the key problems or deficiencies, (2) analysing causes, (3) analysing solutions and (4) developing and action plan.

In contrast, the underlying assumption of AI is that within the everyday experiences of members of an organisation lie 'solutions to be embraced'. The phases of AI are shown in Figure 1: Positive Core and 4-D cycle.

Figure 1: Positive Core & 4-D cycle



The Discovery phase

Members engage in dialogues and meaning-making with others by engaging in a process of open sharing of discoveries and possibilities. Through dialogue a consensus begins to emerge where participants begin to say “Yes, this is an ideal or a vision that we value and should aspire towards”. By combining these dialogues individual appreciation becomes collective appreciation, individuals become groups and individual vision becomes shared or collective vision.

From Discovery to Dream

Participants envision of what might be. Envisioning involves passionate thinking and the creation of a positive image of a desired and preferred future. The dream uses the interview stories from the discovery phase to elicit key themes and focus our goals.

Articulated Dream to Design

The team then co-constructs the future by re-designing the organisations architecture so that exceptional and peak experiences become every day and ordinary. This design builds on the vision. It is a provocative and inspiring statement of intent that is grounded in the realities of what has worked in the past, combined with what new ideas are envisioned for the future. Past successes are leveraged to develop a strategic intent that signals what the organisation wants more of.

Design to Destiny

The design delivers the organisation to its destiny through collaboration, innovation and action. Once guided by a shared image of what might be, members of the organisation are able to find innovative ways to help the organisation move closer to its ideal. Because the ideals are grounded in real experiences, the organisation is empowered to make things happen. AI aims to provide an imaginative and fresh perspective of this organisation (as if seen for the very first time) and takes nothing for granted.

Discovery Worksheet #1: Identifying Themes from Interviews

This worksheet is to help you to identify the themes from the stories you have heard. After a review of these themes, the group will select those themes it believes are common among many of the stories and are important for moving the organisation forward in its task.

A. Identify Themes

- Each person briefly shares the best story he or she heard from his or her interview partner. Group members take notes of the themes they noticed in the stories.
- After all stories are told, make a list of all of the themes in the stories. Look for high points, life-giving moments and ideas that 'grabbed' you.
- List all the themes on chart paper.

B. Select 3-5 Major Themes

- From your group's list, come to agreement on the three to five most important themes.
- Write the themes on the BEST / WISHES sheet provided.

C. Finding the Group Synergy among the Themes

- When themes are reported and posted on a wall, each person can place a dot in the square to the right on the three themes that describe what he or she believes are the most important themes. (It also can be a group discussion and vote). The key is to come to an agreement on key themes and topics.

Dream Worksheet #2

well-being project moving from discoveries to dreams

Learning about our opportunities for improvement

Summaries are due at (time):

Self-Manage: Each small group manages its own discussion, data, time and reports. Here are some useful roles for self-managing this work. Divide up the work as you choose:

- **Discussion leader** – Assure each person who wants to speak is heard within the time available.
- **Timekeeper** – Keep the group aware of time left. Signal time remaining to the reporter.
- **Recorder** – Writes the groups output on flipcharts, using the speaker's words. Asks others to restate his or her long ideas briefly.
- **Reporter** – Delivers a five-minute report to the wider group summarising what was discovered.

Purpose: To begin to build a future you want - a community that is truly dedicated to maximising the success and well-being of teaching staff here at .

1. Share your wishes and dreams from the interviews you did over the last couple of weeks, in particular those from the concluding part of the interview. Add any ideas or thoughts about changes or improvements you think will have a major impact on improving the well-being of teaching staff.
2. Using the data that we have gathered, brainstorm a list of opportunities for improving teacher well-being at school.
3. As a group, choose 3 or 4 opportunities you all believe will have the greatest impact on teacher well-being and prepare to present your findings.

Dream Worksheet #3

Dreaming the future that [redacted] school wants

Ideal future scenarios

Using the ideas that we have just shared, create an aspiration statement for each opportunity based on our vision of what [redacted] school could look like in 2017. These statements will be used in the creation of our shared vision of the future.

An example related to *delegation and trust* might be:

[redacted] school 2017 is an organisation that is outstanding in terms of its development of leaders at all levels. We are known throughout [redacted] for our competency of delegation. People want to work here because all employees are trusted and empowered to innovate."

Another example relating to developing career opportunities / training / mentoring might be:

[redacted] school is a proactive organisation that enables employees to achieve their personal career goals by taking advantage of career opportunities, centrally administered and personally initiated training/education and mentoring."

"Career opportunities are provided through the promotion of internal job vacancies on the intranet, use of a skills database, career assessments and a formalised mentoring process – with key emphasis on promoting from within the organisation. All employees are provided with time for various training and opportunities to continuing education is 'boundary-less' (i.e., available for all departments, job levels and interest levels), fully supported, budgeted and funded."

"Training includes soft skills for all employees, leadership training and advanced and technical training using experienced personnel as a training asset."

Design Worksheet #4: Design Elements for Improving Teacher Well-being

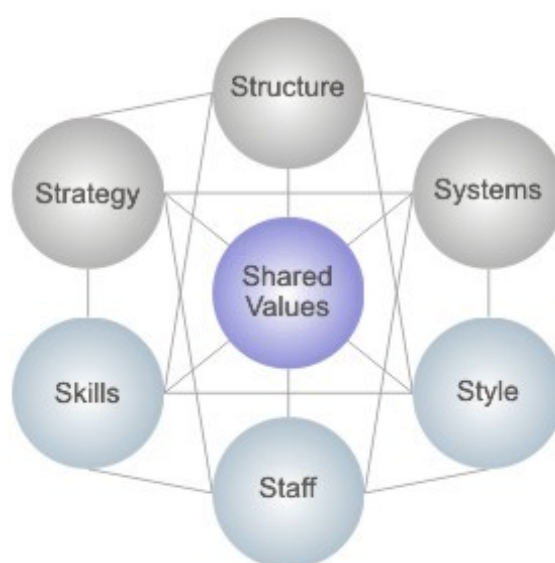
How do you go about analysing how well your organisation is positioned to achieve its intended objective? This is a question that has been asked for many years and there are many different answers. Some approaches look at internal factors, others look at external ones, some combine these perspectives and others look for congruence between various aspects of the organisation being studied. Ultimately, the issue comes down to which factors to study.

While some models of organisational effectiveness go in and out of fashion, one that has persisted is the McKinsey 7S framework. The basic premise of the model is that there are seven internal aspects of an organisation that need to be aligned if it is to be successful.

The Seven Elements

The McKinsey 7S model involves seven factors presented in Figure 1 below and depicts the interdependency of the elements and indicates how a change in one affects all the others.

Figure 1: The McKinsey 7S Model



Looking at each of the elements specifically:

- **Strategy:** the plan devised to maintain and develop a competitive edge.
- **Structure:** the way the organisation is structured; who reports to whom?
- **Systems:** the daily activities and procedures that staff members engage in to get the job done.
- **Shared Values:** these are the core values of the company that are evidenced in the school culture and the general work ethic. This is reflected in our 'Dream'.
- **Style:** the style of leadership adopted.
- **Staff:** the employees and their general capabilities.
- **Skills:** the actual skills and competencies of the employees working for the company.

How to Use the Model?

The model is based on the theory that, for an organisation to perform well, these seven elements need to be aligned and mutually reinforcing. So, the model can be used to help identify what needs to be realigned to improve performance, or to maintain alignment (and performance) during other types of change.

Whatever the type of change – restructuring, new processes, organisational merger, new systems, change of leadership and so on – the model can be used to understand how the organisational elements are interrelated and so ensure that the wider impact of changes made in one area is taken into consideration.

- Start with your Shared Values (our ‘Dream’): Is it consistent with your current structure, strategy and systems? If not, what needs to change?
- Look at the three hard elements (in grey). How well does each support the others? Identify where changes need to be made.
- Next look at the three soft elements (in blue). Do they support the desired hard elements? Do they support one another? If not, what needs to change?

Additional ‘Design Elements’ to consider during the AI ‘Design’ phase

Don’t feel restricted by the 7S model when reflecting on which design elements are important to move [REDACTED] school closer to its articulated dream; here are a few others I thought of; feel free to add your own:

Alliances and Partnerships	Training / CPD	Shared Values
Beliefs about power and authority	Governance Structure	Social Responsibility
School identity	Knowledge of Management Systems	Societal Purposes
Communication	Leadership	Staff / People
Competences	Management Practices	Stakeholder Relations
Culture	Learning Opportunities	Strategy
Pupil / Parent Relations	Innovation / Creativity	Structure
Distribution of Work / Resources	Policies	Technology
Ecological / Environmental	Practices and Principles	Vision and Purpose
	Relationships	Best Practices
	Results	

Design Worksheet #5: Elements for Improving Teacher Well-being

Identify Internal and External Relationships

Next we then need to list the *relationships* that are relevant or affected by the goal of improving teacher (or staff) well-being. List the relationships internal and external to the school, that are important to build on our positive core and move us closer to the dream.

Internal relationships	Community relationships	Wider external relationships

Once this is complete we will share and agree on the key elements needed to build and sustain teacher / staff well-being.

Design Worksheet #6: Elements Needed to Sustain Teacher Well-being

Now we need to also reflect on the data gathered during the discovery phase and then discuss, share and pick out the best words and newly created concepts that capture the meaning of 'teacher/staff well-being' in practical terms. Examples could involve words such as *positive relationships, nurturing, listening, understanding, trust, compassion, independence, regard*.

The outcomes of all three activities will now be shared, agreed and presented on a large piece of flipchart paper. Make alterations as necessary.

Finally, we are ready to create our propositions. For your selected Dream Topic' write a proposition that unites the key 'Design Elements' and 'Relationships' identified earlier.

To help you picture what a proposition looks like I have provided a few examples:

Proposition for Developing Organisational Culture through Recognition and Celebration:

"We value diversity of people and ideas. We nurture and support people to express who and what they are. We begin all meetings and gatherings with positive storytelling and recognition. Whenever we are engaged in a discussion or decision making processes with co-workers and pupils, we consciously use 'appreciative feedback'. We collect and publically disseminate stories that communicate the richness of individual and collective contributions within the community. We purposefully recognise and celebrate those individuals in the community who regularly recognise and celebrate other people, ideas and accomplishments."

Proposition for Human Resources:

"Our organisation acts on its value of high-level trust in the belief that other people are committed to personal accountability by using appreciative performance appraisals. It focuses on employee competence and exemplary service to our stakeholders."

Proposition for Shared Values:

"Authenticity in human relationships is a key foundation for true organisational transformation and excellence. We do this by recognising and sharing our thoughts, feelings and experiences with others in the spirit of deepening relationships and..."

(Cooperrider, Whitney and Stavros, 2008: pg.167)

Advice on Creating Good Possibility Statements

Possibility Statements bridge the best of ‘what is’ and ‘what might be’. It is provocative to the extent that it stretches the status quo, challenges common assumptions or routines and helps suggest desired possibilities for the organisation and its people. At the same time, it is grounded in what has worked in the past and conveys the positive images (from the dream phase) of the ideal organisation.

The following questions serve as a guideline or checklist for crafting engaging Possibility Statements:

Is it *provocative*? Does it stretch, challenge, or interrupt the status quo?

Is it *grounded*? Are examples available that illustrate the ideal as a real possibility? Is it grounded in the school’s collective history?

- Is it *desired*? Do you want it as a preferred future?
- Is it stated in *affirmative* and bold terms?
- Does it make use of the *key ingredients* identified earlier?
- Does it expand the *zone of proximal development*?
- Can it be *appreciated* by an outside 3rd party perspective?
- Is it complementary with school *benchmarking* data?
- Is it a *participative* process?
- Can it stimulate a deeper understanding or further organisational *learning*?
- Is there a balanced management of *continuity* (the organisation’s history), *novelty* (a new direction) and *transition* (a steady change)?

Possibility Statements provide a clear, shared vision for the organisation’s destiny. Although they have been developed in our steering group, to be successful they need to be shared with other affected stakeholders to encourage them to ‘buy in’.

To get ‘buy in’ a process must allow everyone affected to make a contribution to the goals before we move on to the destiny phase. One way of doing this might be to share our propositions for other stakeholders for comments. It would also be helpful to consult staff for ways in which these propositions might be put into practice. These ideas could then be checked with management before putting an action plan together in the destiny phase.

APPENDIX 3C: Products from AI planning

Outcomes from the Dream to Design session

The topics generated following the dream phase were voted on by those present during the design summit (six staff were present). Each member of staff received seven stars to distribute however they wished among the seven possible topics. Staff were instructed to vote for those topics they thought were most appealing and motivated to carry forward.



The results show that the most popular topics, in order of popularity:

- Developing a strong sense of togetherness (14 votes)
- Showing staff appreciation (10 votes)
- Having opportunities to nurture relationships (8 votes).
- Celebrating togetherness (8 votes)
- Encouraging partnership in decisions (2 votes)

The topics to be rejected at this time were:

- Providing mutual support (0 votes)
- Creating bright and energising environments (0 votes)

Reflections: This allowed for a more focused discussion regarding the important design elements required to change / influence these goals. One thing I was mindful of was that the dreams were my interpretation of the ideas generated in the dream phase. When I presented these and after people had voted, some thought that the objectives were really

about the same thing – the promotion of togetherness. This prompted a discussion about ‘social glue’ and ‘social lubrication’ (see WOC year 1 project and essay). I hypothesised that helping professions perhaps neglected activities that developed social lubrication at the expense of creating social glue. Probably more likely, the lack of time meant that well-being was not prioritised by these groups, or that subgroups formed to cliques and divisions within the school.

Identification of key design elements:



Design elements considered relevant by the group:

- Beliefs about power and authority – no passing the buck
- Communication
- Culture
- Leadership – levels of leadership – appreciation of the roles of others?
- Relationships
- Shared values, vision and purpose
- Relating to each other
- Contribution to community.

In addition to this there were hand written notes from worksheet #3 and #4.

Design elements rejected by the group:

- Policies – it is important or too formal to have a policy on relationships? Is it necessary?
- Best practices
- Technology – if anything the opposite
- Structure
- Strategy
- Stakeholder relations – the focus is on teaching staff (social glue, not lubrication)
- Staff / people
- Societal responsibility
- Results
- Practices and principles
- Innovation
- Creativity
- Learning opportunities
- Management practices
- Knowledge of management systems - appreciation of the roles of others?
- Governance structure
- Training / CPD – staff already have equal access to this.
- Ecological / Environmental factors
- Distribution of Work and resources
- Pupil / Parent relations
- School identity
- Alliances and partnerships.

Identified internal and external relationships:

- Within department
- Inter-departmental
- Cross-departmental
- Teaching staff / non-teaching staff divide.

Other data or ideas to come out of this discussion: eradicating the hierarchy of us versus them between the LT and other staff and teaching staff and non-teaching staff.

Whilst reviewing the relevant ideas from the dream phase the following data were added:

- Staff help each other, not themselves
- Staff support each other
- Togetherness, pride, feel the love, teambuilding, leadership and supervision
- Celebration, school assemblies – not sure if this is possible
- More interpersonal communication, face to face – less dependency on technology
- Positive feedback
- Random acts of kindness
- Thanks – gifts
- Time / opportunities to meet up in the calendar / leadership team force staff to socialise.
- Staff are consulted and are heard in school planning
- Affirmative approach that celebrates successes and achievements. It draws strength from what is working.
- Events are planned and shared across all staff in the school.
- Staff parties.
- Busy staff room.
- Social Events.
- Loyalty rewarded.
- Team building.
- Positive talk.
- Stability / security.
- Participation.
- Listened to
- Professional / informal staff development in the staffroom, not in the LDC. It is a bigger, more welcoming room.
- Free coffee after school.
- Cake baking clubs, staff teams for sports events.
- Working as a whole staff for group / peer supervision.
- Balanced time / expectations.
- Having a staff event / function twice a year (pre-summer and winter holidays).

The group attempt to draw some of the ideas together to create a possibility statement:



The page reads,

“By promoting shared values, vision and purpose we appreciate each other through events such as, staff briefings shared training, bulletins, meeting, greeting and taking time to talk to each other face to face and celebrate the work that has gone on that week. A culture that supports and we say thank you to each other on a regular basis.”

During the discussion I noted some ideas, just to capture some of the possible ways that the agreed topics might be achieved:

The page reads:

“First names on pigeon holes

- Personalise staff

Staff recognition / celebrating

- Briefing
- Bulletin
- ‘Thanks’

Staff profiles

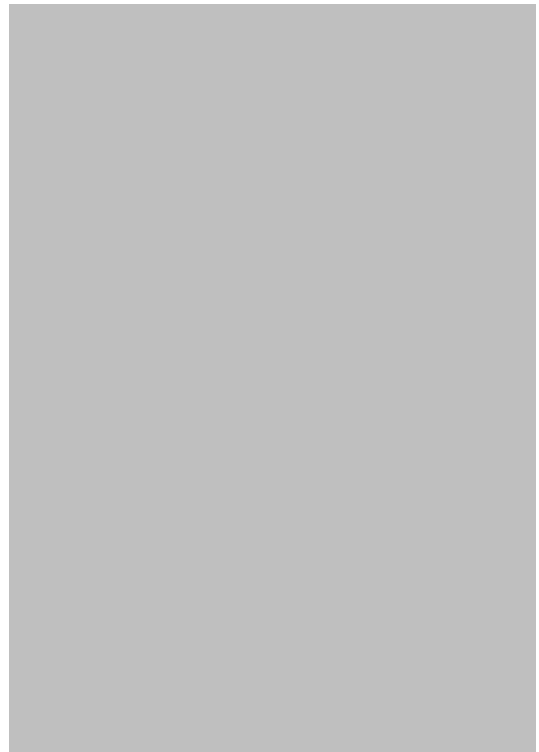
- Who am I? Competition / quiz

Staff room culture

- Free coffee days
- Briefings in the staff room
- Spending more time together for mealtimes

Nurtures relationships

- Xmas do + July
- Meet for Christmas pop quizzes
- Plan social events in the school hall
- Staff teacher awards – staff vote for NQT of the year – like Oscars
- Involving pupils in hospitality.”



Possibility Statement Generation

This was my attempt to accommodate the ideas selected, identified and discussed, during the design stage in order to create possibility statements. The proposed possibility statements follow the recommendations from Cooperrider, Whitney and Stavros (2008, pg. 168) about how to create effective proposals. These draft proposals were then sent to the group for review. The proposals were then amended and added to the PATH.

These are the first drafted Possibility Statement that take into account the five relevant topics voted for in the design phase. The group thought that the topic for developing togetherness, nurturing staff relationships, celebrating together and showing appreciation were all similar enough to be grouped together. On reflection I wondered whether the development of a strong sense of togetherness was the primary objective, whilst the other themes were ways in which 'togetherness' could be brought about. Because there was a lot of overlap, many of the ideas were duplicated in the initial coding. The following Possibility Statement were created and reviewed by the AI core team.

Possibility Statements

DESIGN ELEMENT: Culture

THEME / TOPIC: Recognition and Celebration

Those who belong to [REDACTED] School value and honours the pivotal role of recognition and celebration within the formation of a truly appreciative school culture. Frequent and visible recognition and celebrations of the value of life, people and ideas are an integral part of the philosophy and practices within [REDACTED] School.

We are on first name terms with all our members and staff personalise their pigeon holes to reflect a wider sense of their identity. We also personalise those we work with by taking time to listen and understand each other. This is done by collecting and publically disseminating stories that communicate the richness of individual and collective contributions within the organisation in weekly bulletins and presenting yearly staff awards.

We make efforts to meet together throughout the week for regular briefings and ensure that they feature positive storytelling and / or recognition. This can be for contributions to the organisation or within the community and we purposefully recognise those members of the community who go the extra mile to regularly recognise and celebrate other people, ideas and accomplishments.

DESIGN ELEMENT: Power and Authority / Shared Values, Vision and Purpose

THEME / TOPIC: Encouraging Partnerships

We have created an organisation where everyone is equally valued in their role. We do not differentiate between our leaders, teaching staff and non-teaching staff in planning and people feel that the school is theirs to improve, change and develop in order to reach its potential. To do this people experience trust and feel authentically involved in decision making processes; the big picture is shared by all and all take a part at the strategic level of school planning at staff forum meeting and briefings. We are a democratic school and by doing so we create shared values, vision and a clear sense of purpose for our work; through the discussions these processes generate we are able to recognise and understand the impact of change on the roles of others. This dialogue allows us to:

- Unleash the best of who we are.
- Become energised and unity around our heartfelt focus.
- Meet the objectives of the school.
- Contribute to the greater good.

Being authentic in our commitment to school improvement is a shared individual, interpersonal and organisational responsibility. In practical terms, we:

- Each commit to reflecting and contributing openly.
- Seek out each other's viewpoints so we can get the best of everyone's thinking.
- Build in pauses to allow people to reflect and develop their own thoughts.
- Avoid making decisions based on miserly information and aim to get things right first time.

DESIGN ELEMENT: Culture / Relationships

THEME / TOPIC: Nurturing Relationships

Authenticity in human relationships is the foundation of a truly supportive team. Quality interpersonal relationships foster collaboration and create resilient and healthy people. People in [REDACTED] make an effort to greet each other, are on first name terms and know where to easily find out about each through staff profiles. We gather together daily for shared meal times and break times and create special times together are through the creation of:

- The Weekly 'Who am I?' bulletin quiz.
- Free coffee and cake days.
- Regular social events in the school hall facilitated by pupils.
- Planned Christmas and summer break social events.
- The creation of staff teams and clubs.
- Shared training events.

The way we relate to each other transgresses hierarchy, departmental divides and teaching status to create a friendly staff room culture where we are able to communicate stories about our work, our lives and our personal histories.

DESIGN ELEMENT: Communication

THEME / TOPIC: Appreciation

All of us want fulfilment through meaningful work. The most gratifying appreciation is that which is expressed from the heart by active communication, a kind gesture, or written words. We take the necessary time to make appreciation a *personal* experience and celebrate the good work of others meaningfully. This involves:

- Pooling resources for gifts, cards and events.
- Sharing good news stories and achievements in the staff bulletin.
- Raising awareness of those who go the extra mile through public acknowledgement.

Our organisation communicates and honours its values of equality, authenticity and togetherness by continuously engaging members in open dialogue, whilst making an effort to limit the impact of growth of technology on interpersonal relationships.

Heather View School PATH at the end of the 'Dreams to Designs' phase



APPENDIX 4: Discovery interview guide

Appreciative Interviews

The project we are about to embark on relies on building from our history and experiences working in this school. I understand time is precious and I want to make our time together as productive and helpful as possible. For this to happen we need to ensure that what we create together is representative of the core values and life-giving factors within *this* organisation. There is little use teleporting what works elsewhere and expecting it to work here, organisations are about people and relationships as much as they are about systems and processes and so, they are organic and unique. I need you to find a little time to have an affirmative and engaging chat with a colleague (or two if you're particularly keen) before we meet on Thursday, 12th June. I have included a few ideas to structure the interview in this document, as well as an 'interview summary sheet' for you to record your reflections.

When conducting the interview

Explaining Appreciative Inquiry: Like anything new, appreciative interviewing may seem different at the beginning. It may be equally awkward to the interviewee. Very often we can be caught up in looking at organisations as being full of problems to be solved and some people may not immediately understand the benefits of a positive, strengths-based inquiry approach. When inviting someone to interview it may be worth starting with something like this:

"Before we start, I would like to explain a little bit about what we are going to do, because it may be a little different from what you are used to. This is going to be an appreciative interview. I am going to ask you questions about times when you saw things working at their best here are [REDACTED]. Many times we try to ask questions about things that aren't working well, the problems, so we can fix them. In this case, we are trying to learn about things at their best, the successes, so we can try to find out what helps and try to find ways to infuse more of these positive core experiences into the school life. It is much like what we do with children and athletes when we affirm their smallest successes and triumphs so they will hold a positive image of themselves and envision even greater possibility. The end result of the interview will help me to understand what gives life and vitality to [REDACTED] to make it distinctive. Do you have any questions?"

Respecting anonymity: Tell the interviewees that their information will be kept anonymous. The information from their interview and others will be compiled into themes. No names will be associated with the overall summary or report. Stories and quotes from the interviews will have no names associated with them.

Managing the negatives: Sometimes people work with individuals and places they don't like. Most often people will be able to identify things at their best. However, people should feel free to talk about things they believe require fixing. Depending on your relationship with the interviewee you might want to try these methods to bring them back to the organisation's strengths:

- a) **Postponing:** Tell the interviewee you will make a note of what they have said and come back to it later. A good time to do this is with one of the concluding questions.
- b) **Listening:** If the interviewee feels really strongly about the issue, let them say it. This means listening to quite a bit of 'organisational manure', but it may be necessary for them to have their say before they will engage in further questions. Be empathetic, but separate yourself from their pain. The biggest threat of listening is that you as the interviewer may lose your focus on the positives. Maintain a caring and affirmative spirit.
- c) **Redirecting:** If you have listened sufficiently to the negative issues, find ways to redirect back to the task at hand "I think I understand some of the problems..." paraphrase what you have heard. "Right now however I would like to focus on times when things were working at their best." If the interviewee says this has never happened, then before giving up completely find out whether the person *ever* had positive experiences in any organisation or work context and draw on these experiences.

Using negative data: Everything people find wrong with an organisation represents an absence of something they hold in their minds as an ideal image. What organisational processes, if present (rather than absent), might create the ideal school, which the negatives imply? Data are data. Use the information you gain, but use it affirmatively.

The interview rhythm: The questions provided are developed to begin with the stories of the person being interviewed. Probe deeply and intently, like an interested friend hanging on to every detail. Be genuine. Listen and learn from this experience. Try to find out “who did what when” “what were you thinking?” and “what did you learn?” Be an active listener. Your goal is to find out not only what the person did (behaviour) but also what the person thought or felt (values) while s/he was doing it.

Generalising about life giving forces: After the opening questions, when you have thoroughly heard the interviewee’s story, go for the generalisations. “What is it about this school – its structure, systems, processes, policies, staff, leaders and strategy, that genuinely supports staff?” Again sample questions are provided below. If stuck, provide some examples – “How does the culture foster staff well-being?” Try to get the interviewee to think abstractly about what is present in the organisation when peak experiences have occurred.

Listening for themes - life giving factors: Listen out for what the system was like, what factors make a difference such as systems, rewards and so on. It may not be necessary to ask about this directly, a listening ear during the interviewee’s stories may be sufficient. Try to identify a theme, an idea, or a concept being presented or defined in the stories being told during the interview. These ideas will be presented at the next workshop session.

Keeping track of time: An interview typically has a fixed schedule. If more time is needed, ask the person if s/he has more time. It is best to pace the questions according to the time you have available (30mins is recommended).

Have fun, be yourself – it’s a conversation: This isn’t meant to be drudgery, if it is treated as such the interview may be lost before it has begun. Welcome each interviewee as if s/he is a special person. Take time to listen and value the best of whom s/he is. Be humble; the interviewee is the teacher this time! Don’t worry about every word being exactly right. Everyone likes to share their knowledge and wisdom with people who genuinely want to listen and learn. If you have an affirmative spirit going to the interview, mistakes in wording will not impede the data. Finally, have fun. This is an opportunity to get to know someone new and hear some fascinating and important stories.

Appreciative interview questions

Exemplar openers

1. Let's start with something about you, your role and a larger sense of purpose. What is it you do that most attracted you to your present role and what do you find most meaningful, valuable, engaging, or exciting?
2. One could say that everyone needs to discover their key purpose that lends meaning to their life. Thinking back over important times in your life, can you think of a story to share about a moment or a milestone where your life's purpose emerged for you? For example, perhaps you experienced an important life event or had the gift of a special mentor or teacher perhaps, or perhaps you were given an unexpected opportunity or faced difficult challenges.

Exemplar general questions

1. Please tell me about a time when you felt confident in yourself and you knew that you mattered whilst here at [REDACTED]?
2. Can you please tell me about a time when you felt supported to build and maintain positive relationships with other people and make a positive contribution to the community while at [REDACTED]?
3. What is it about the school life that helps you to cope with the stresses of daily life and manage times of change and uncertainty?
4. Can you think of a story that demonstrates the caring atmosphere at [REDACTED] [REDACTED]?
5. Will you please tell me about a time when you felt you were encouraged to excel and given the support to do so?
6. What is at the centre of this school, which if it did not exist, would make [REDACTED] [REDACTED] totally different than it is today?

Exemplar concluding questions

1. If you had three wishes for **Heather's Comprehensive** which would make it an even better place to learn and work, what would they be?
2. If you came to school tomorrow and one *small* thing had changed making the school better for teachers, what would it be?
3. **Read:** *"Imagine it is 2017. We are able to preserve our core strengths and we have innovatively transformed the way we work in a way that best meet the needs of the learners, whilst also making the school a happy and caring place to work. **Heather's** is a place where people are proud to work and it is a school that others want to join."*

How would you describe the staff relationships with its pupils?

How is the school working to achieve its objectives?

What are people doing?

How are you working differently in 2017?

What was the key to your success and the organisation's success?

How did you get there?

What was the smallest change the school made that had the most significant impact?

Interview summary sheet for recording your data

Please use whatever space you need to answer each question.

1. What was the most appreciative quotable quote that came out of this interview?

2. What was the most compelling story that came out of this interview? What details and examples did the interviewee share? How was the interviewee and / or others changed by the story?

3. What was the most life-giving moment of the interview for you the listener?

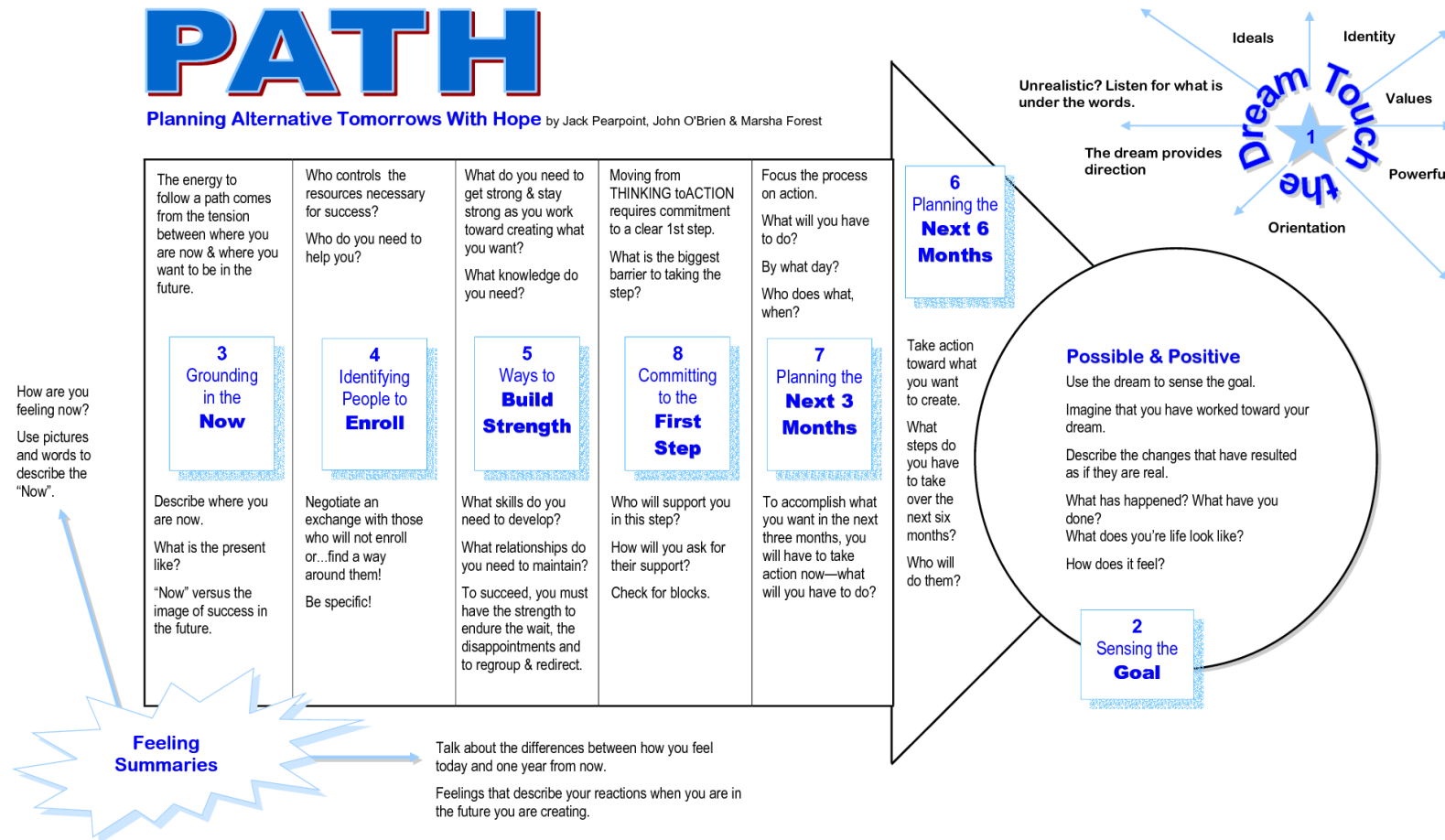
4. Did a particularly intriguing “golden innovation” emerge during the interview? If so, describe what you learned about it, including who is doing it and where.

5. What three themes stood out most for you during the interview?

6. What small steps towards positive change emerged as being possible?

7. What broader steps of positive change emerged?

APPENDIX 5: PATH template graphic (by Pearpoint, O'Brien and Forest, 2009)



APPENDIX 6: Timeline of key events in the research process

Date	Action / Event
27.01.14	Email sent to all local school in my area to invite them to participate in a research opportunity.
28.01.14	The AH of Heather View School responded to the request and invited me to visit.
10.02.14	Visited the school to discuss possible avenues of research interest.
17.02.14	Emailed the school agreeing the choice of topic: the promotion of teacher well-being through an organisational approach.
12.03.14	Presentation of proposal to Birmingham University research panel.
14.03.14	Proposal adjusted in a planning meeting with my university supervisor.
20.03.14	Meeting with the school AH to present the proposed project.
12.05.14	Presentation to the school LT for approval.
02.06.14	AH recruits potential volunteers for the project.
04.06.14	Informed consent forms sent to volunteers alongside details about the project aims.
12.06.14	Kick-off Workshop – questionnaires for the discovery phase distributed.
19.06.14	Meeting Cancelled.
25.06.14	First Summit (Discovery and Dream phases).
03.07.14	Meeting Cancelled.
15.07.14	Second Summit (Dream to Design phase).
21.07.14	Draft 'possibility statements' emailed to the steering group for review.
21.09.14	Possibility statements finalised and emailed to steering group.
21.10.14	PATH shared with the host school LT in preparation for Destiny Phase planning.
20.11.14	Focus Group to share thoughts about the AI process – Meeting Cancelled.
08.12.14	Focus Group to share thoughts about the AI process.
Unconfirmed	'Design to Destiny' phase. Action plan agreed, developed and actioned.

APPENDIX 7A



Informed Consent Form

This informed consent form is for teaching staff in [redacted] School who are invited to participate in an Appreciative Inquiry of ways that practices can be developed to promote teacher well-being.

This Informed Consent Form has two parts:

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

Part I: Information Sheet

Introduction

My name is Robert Brooks and I am a Trainee Educational Psychologist in my second year of training at The University of Birmingham. I am currently employed by [redacted] Council.

I am exploring the use of AI as a way for [redacted] School to explore and plan working practices that promote teacher well-being. AI is a relatively new way of working with schools, particularly in the UK. It is a four stage process that involves working in groups to complete various activities. These activities involve; interviewing a peer, feeding information back to a group, group discussion, voting, drawing and action planning.

I am going to give you information and invite you to be part of this research. You do not have to decide today whether or not you will participate. Before you decide, you can talk to anyone you feel comfortable with about it. If you have any questions before you give your consent then you may contact me by email at [redacted]

Title: An investigation of the experiences of teaching staff in a mainstream secondary school of using Appreciative Inquiry (AI) as an approach to promoting organisational well-being.

Aim: AI is a motivational and positive approach for working with people for the betterment of their school community. I am particularly interested in finding out whether the experiences of those taking part reflect current thinking about how AI works.

Purpose: I have been invited to explore what can be done to improve teacher well-being at [redacted] School. Teaching is recognised as one of the most stressful occupations in the UK (Health and Safety Executive, 2013). Research suggests that promoting teacher well-being can offset the effects of stress, but for well-being to be nurtured effectively an organisational approach is recommended. People who have used AI in the past have said that it is a motivating and inspiring way to think about and plan organisational change. *I want to find out what it is about AI that makes it so effective by comparing the experiences of those taking part with ideas from research.* By knowing *why* AI works we can better understand, justify and adapt its use in future applications.

Participant Selection: You are being invited to take part in this research because I believe that your experience of working in [REDACTED] School and your participation in the AI would make you ideally placed for contributing to the knowledge and understanding of AI as a tool for change.

Voluntary Participation: Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate then you are still welcome to attend the AI if you wish. The choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Procedures: To qualify as a participant for this study you will need to have volunteered to participate in the AI project planned in June, but your participation in AI is not the research intervention by itself. This is an invitation to take part in my research project. If you accept, you will be asked to attend a group discussion that will take around one hour after the AI has been delivered.

This discussion will be guided by me and consist of 6-8 other persons who have also been part of the AI. The group discussion will start with me, making sure that you are comfortable. There will be an opportunity for me to answer any questions you might have about the research. Then I will ask the group to discuss their experiences of AI and give you time to share your experiences. The questions will be related to the activities you took part in during the AI. We will also talk about your experiences of participating in the AI more generally because this will give me a chance to understand more about it in a different way. **You do not have to share any knowledge that you are not comfortable sharing.**

The discussion will take place in the school library at the end of the school day and no one else but the people who take part in the discussion and me will be present during this discussion. An audio of the entire discussion will be digitally recorded, but no-one will be identified by name on the recording. The recording will be kept in accordance with the Data Protection Act (1998, 2003). This means the information recorded is confidential and no one else except me will have access to the recordings. Once the research is complete these recordings will be stored on an encrypted memory stick and kept in a locked filing cabinet within the University of Birmingham for 10 years, after which they will be destroyed.

Duration: The AI project takes place over 3 planned sessions at the end of 3 school days, each lasting around an hour. The group discussion for the research element will be held after this and is a one off meeting taking around one hour.

Risks: There are no planned activities that are at risk of causing social embarrassment (such as a requirement to role play), nor will you be coerced in any way. To protect you against organisational pressures to conform, or otherwise disguise your personal thoughts and feelings, all data will be collected privately and stored confidentially. You do not have to answer any questions or take part in the discussion if you feel the questions are too personal or if talking about them makes you uncomfortable.

Benefits: There will be no direct benefit to you, but your participation is likely to help others to understand how schools can listen to their staff and foster meaningful workplace practices. This will be the first example of AI being used by a [Trainee] Educational Psychologist in collaboration with a UK school. I hope this will serve as a useful model for future collaborative work of this type.

Reimbursements: You will not be provided any financial incentive to take part in the research. However, the senior management team at [REDACTED] school have offered to provide refreshments for those taking part.

Confidentiality: I will not be sharing information about you to anyone and you will not be disclosed in any publication of this study. However, during the group discussion other members of the group will hear any views given. Whilst I will keep your data confidential, it is not possible to guarantee that other members of the group will maintain confidentiality in this way. For my part, the information that I collect from the research will be kept private and secure. Any information about you will have a number on it instead of your name. Only I will know your number and that information will be stored in a locked filing cabinet. It will not be shared or given to anyone except my university supervisor Dr Julia Howe.

I will ask you and the others in the focus group, not to talk to people outside the group about what was said in the group. You should know, however, that I cannot stop or prevent others who were in the group from sharing things that should be confidential. If anything is raised that relates to harm / potential harm of themselves or others, then the school's policy on confidentiality and safeguarding will be followed. I will remain on site for 30 minutes following the focus group to discuss anything you would like to say in private.

Sharing the Results: Once the research is complete and the results written up you will receive a letter thanking you for your participation and summarising the key findings. Nothing presented will be attributed to you by name. The senior management team at [REDACTED] School will also receive a written summary of the findings. The research findings will also be available to other researchers at the University of Birmingham via the eThesis repository and may be published or presented at future conferences so that other interested people may learn from the research.

Right to Refuse or Withdraw: Once again, you do not have to take part in this research if you do not wish to do so and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the group discussion at any time without your job being affected.

After the discussion you will have 2 weeks to re-consider any remarks you would like me to remove by contacting me [REDACTED]. If you have any further questions relating to the research either now or later, you may contact me during any part of the research study.

This proposal has been reviewed and approved by the Ethics Committee for Human Research at the University of Birmingham, to ensure that research participants are protected from harm. If you wish to find about more about this process then you may contact my university supervisor Dr Julia Howe at [REDACTED]

Please keep this Information Sheet in a safe place in case you want to read it again in the future.

APPENDIX 7B

Part II: Certificate of Consent

Title: An investigation of the experiences of teaching staff in a mainstream secondary school of using Appreciative Inquiry (AI) as an approach to promoting organisational well-being.

I have read the participant information sheet and I wish to participate in the above project.

To give consent please acknowledge the following by ticking each box (✓).

I have read the information sheet and understand what this study is about.	
I have been able to think about the information and have been able to ask any questions about the study. I am happy with the answers given.	
I understand that answering the questions is completely up to me and I can stop at any time without having to give a reason.	
I understand that I have the right to change my mind about participating in the study after the interview has taken place.	
I understand that what I say may be used in the research report but that a pseudonym will be used.	
I agree to a digital recorder being used during the group discussion and understand where this will be stored.	
I understand that I will be offered a summary of the research findings once the study is completed.	

Print Name _____

Signature _____

Date _____
Day/month/year

A summary of the research report can be forwarded to you when published in June 2015. If you would like to receive a copy of the report, please include your email or postal address below.

Email _____

Address _____

APPENDIX 8: Focus group schedule

This focus group will involve discussion based upon the four research questions. Because participants may not have thought much about the topic before the focus group for some time, it is important to clarify what the focus of the discussion to help them to develop their opinions. To provide a focus for the discussion I shared the intended aims of the focus group and the main topics for discussion a week prior to the meeting to generate intra-individual opinions ahead of our meeting. These will then be shared and discussed as a group.

The planned structure of the focus group session itself is outlined below:

1. Introduction and review of the aims of the research

Thank people for coming. Explain that the purpose of the session - to hear their views and experiences of AI as an approach to plan change to promote 'teacher' well-being. Your views will help to develop AI so it can be used more effectively in future. There are four topics for discussion and the session will be recorded so that I don't forget their contributions. All data will be treated confidentially and anonymized. The session is open and everyone's views are important. Clarify: "Has anyone experienced AI outside of this year's project?"

2. Remind participants of the contents of the information sheet (send in email)

Ensure that any questions are answered before we begin. Record names of participants on a separate code sheet and assign numbers to participants, not the role of participants. I will keep track of people's contributions by hand using their code number.

3. Ground rules will be established at the beginning of the session (5mins)

- "Only one person talks at a time, listen to others when they are talking."
- Confidentiality: "Some questions touch on organisational culture, there is a risk that some people may be cautious about giving negative feedback, or may suspect there is a 'hidden agenda'. This is not so, I am committed to confidentiality and will not be linking names to comments. But you will need to trust your fellow participants that what is discussed in this meeting remains between those here today and is not shared or used for unintended purposes."
- "There are no right or wrong answers to these questions – just views, experiences and opinions, which are all valuable. It is also important for us to hear all sides of your experiences – the good, the bad and the ugly. To this end it is important for everyone's ideas to be equally represented and respected."

4. Remind participants of the AI process - The Focus (10mins)

Show products from the sessions to serve as an aide-memoire of what was done in the Appreciative Inquiry (AI) and in what sequence. Refer to the PATH to communicate progress.

Aim to start within 15 minutes

5. Focus group questions

Claim: *"AI is a philosophy that incorporates an approach, a process (4-D cycle) for engaging people at any or all levels to produce effective, positive change."* (Cooperrider, Whitney and Stavros, 2008, p.xv).

Research question 1a: What are secondary school participant experiences of AI as an *approach* to organisational change? (15mins)

Related focus group questions:

- *"What are your thoughts and/or feelings about AI as an approach for planning change to promote teacher well-being here in [REDACTED] School?"*

Prompts: "Did it make sense to those taking part?" "How did AI compare to other change processes?" "What did others not directly involved understand to be happening?" "Why do you think it is important to..." "How did that shape thinking?" "How did that contribute to the overall project?" "What was different about your experiences of AI in comparison to other approaches to planning that you have experienced?" "What was unique about the approach used in AI?" "What are your views on the necessity of this approach for organisational change?"

Research question 1b: What are secondary school participants' experiences of AI as a *process* for organisational change? (20mins)

Related focus group questions:

- *"During the discovery phase we used paired interviews to discover and share powerful and inspiring stories. What are your thoughts about this part of the process?"*
- *"During the dream phase we explored the themes from the discovery phase and created a hopeful and positive image of the future. What are your thoughts about this part of the process?"*
- *"During the design phase we voting of the most powerful and appealing ideas to develop from the dream phase. We then discussed what needed to change in order to realize those ambitions. From this four possibility statements were developed for the leadership team to consider. What are your thoughts about this part of the process?"*
- *"During the destiny phase it is hoped that short term targets and key actions will be agreed that reflect the outcomes of the design phase. What are your current thoughts about this part of the process?"*

Prompts: "Why do you think it is important to..." "What kind of thoughts or feelings did that generate?" "What kinds of ideas did that generate?" "How did that exercise contribute to the overall process?" "How was this useful for preparing for the next stages in the AI process?" "What was different about your experiences in this phase compared with other planning processes you have experienced?" "How does this compare with other action planning activities you have been involved in?" "What was unique about this stage?" "What are your views on the necessity of these activities?" "How did this exercise contribute to the overall process?"

Research question 1c: What are secondary school participants' experiences of AI as a way of *engaging people* in organisational change? (15mins)

Related focus group question:

- *"In your experience, what are your thoughts and/or feelings about AI as a way of engaging people in school across levels, teams and disciplines, in organisational change to promote teacher well-being?"*

Prompts: "Did AI engage participants outside the core team?" "How will others learn about the work we have done together?" "Does AI address power differences?" "Who else was involved besides the core team?"

Research question 3: How *effective* is AI as a way of facilitating organisational change to promote teacher well-being? (20mins)

Related focus group questions:

- *"How effective is AI as a way of promoting teacher well-being?"*
- *"How effective is AI as a way of planning school change?"*

Prompts: "What do you think are or were the advantages and limitations of using appreciative inquiry as a method of promoting teacher well-being in this school?" "What are your opinions, attitudes or feelings about this AI as a framework for organisational planning in [REDACTED] School?" "What do you think are or were the advantages and limitations of applying appreciative inquiry as a general model of organisational change in this school?"

6. Concluding the meeting (5mins)

Participants will have an opportunity to talk about any emergent or salient parts of the process that have not yet been explored.

- *"Thinking about the entire experience, including today's meeting, are there any other thoughts that you would like to share about your experience of appreciative inquiry?"*

Remind participants of the aims of the focus group to ensure no one goes away with false expectations.

- *"Good luck with the Estyn inspection – from my experience working with the people in [REDACTED] School I am sure you will do well."*

The participants will be reminded that I will contact them after the research has been published to share the findings. They will then be thanked for their time and contributions.

Total time required: 90minutes

APPENDIX 9: University of Birmingham application for ethical review

Who should use this form?

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self-Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
 - staff of the University of Birmingham; or
 - a research postgraduate student enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduates should refer to their Department/School for advice.

NOTES:

- Answers to questions must be entered in the space provided.
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please put it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).



Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into account when completing your application:

- The information and guidance provided on the University's ethics webpages (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx>)
- The University's Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)

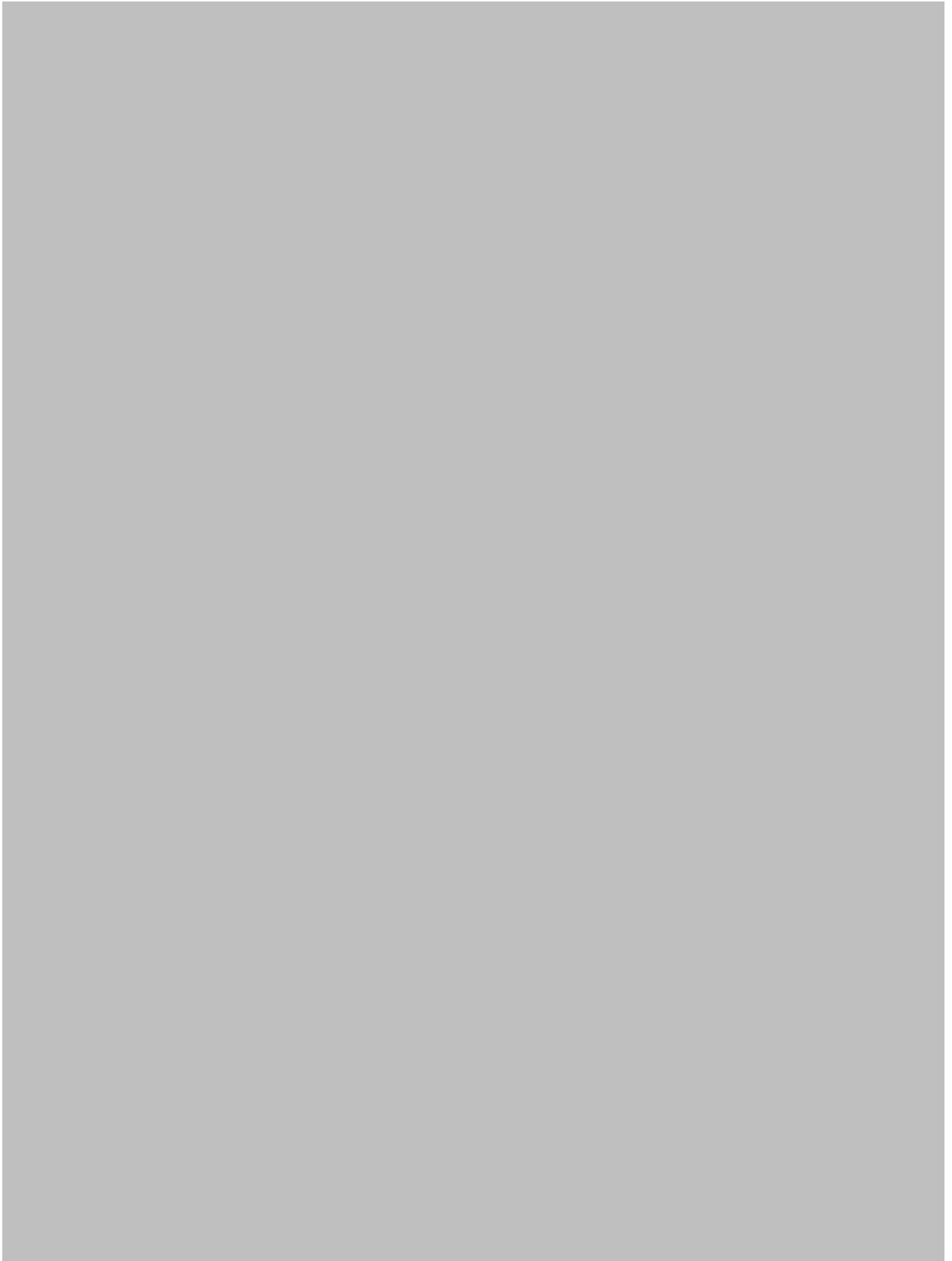
**UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW**

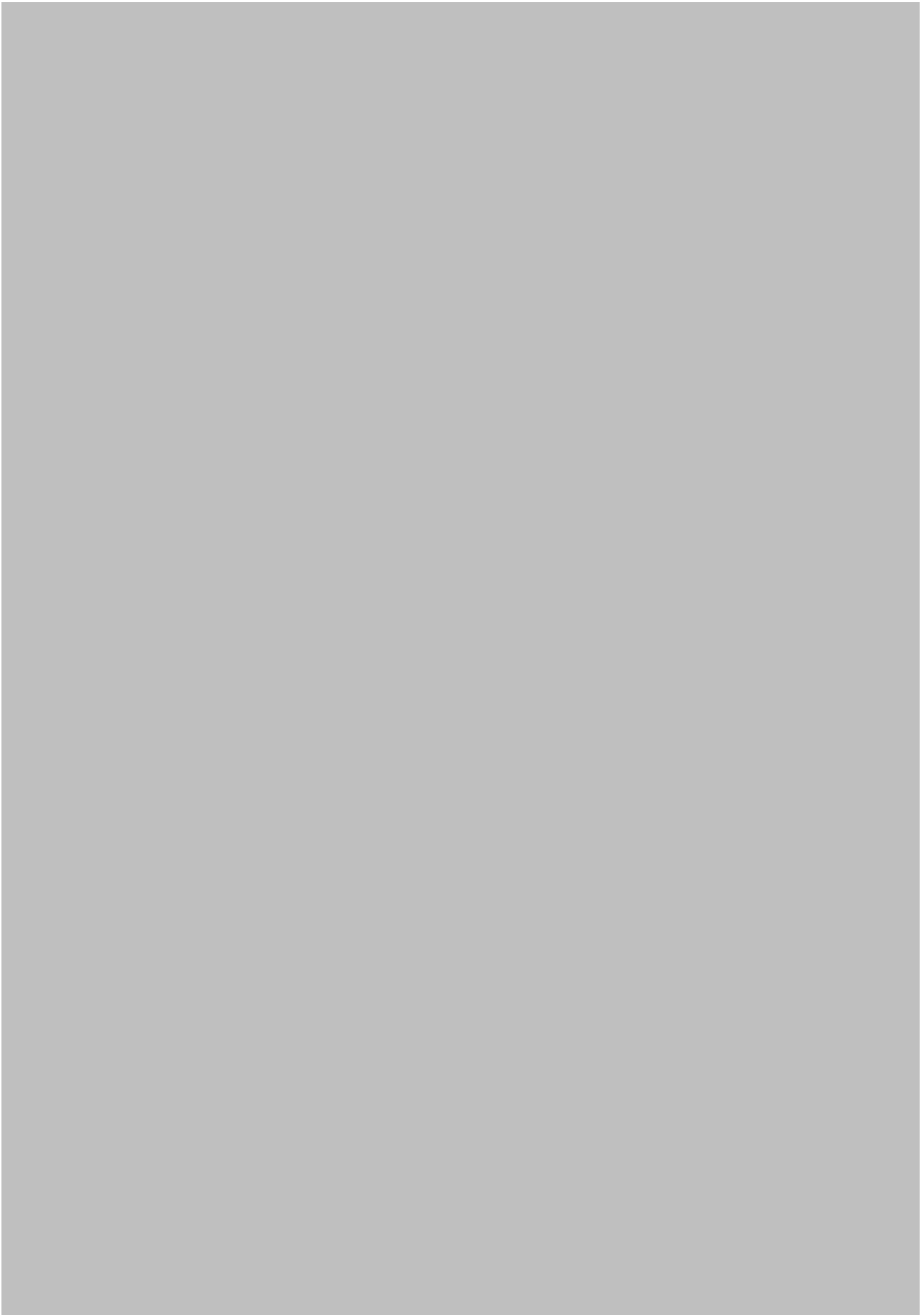
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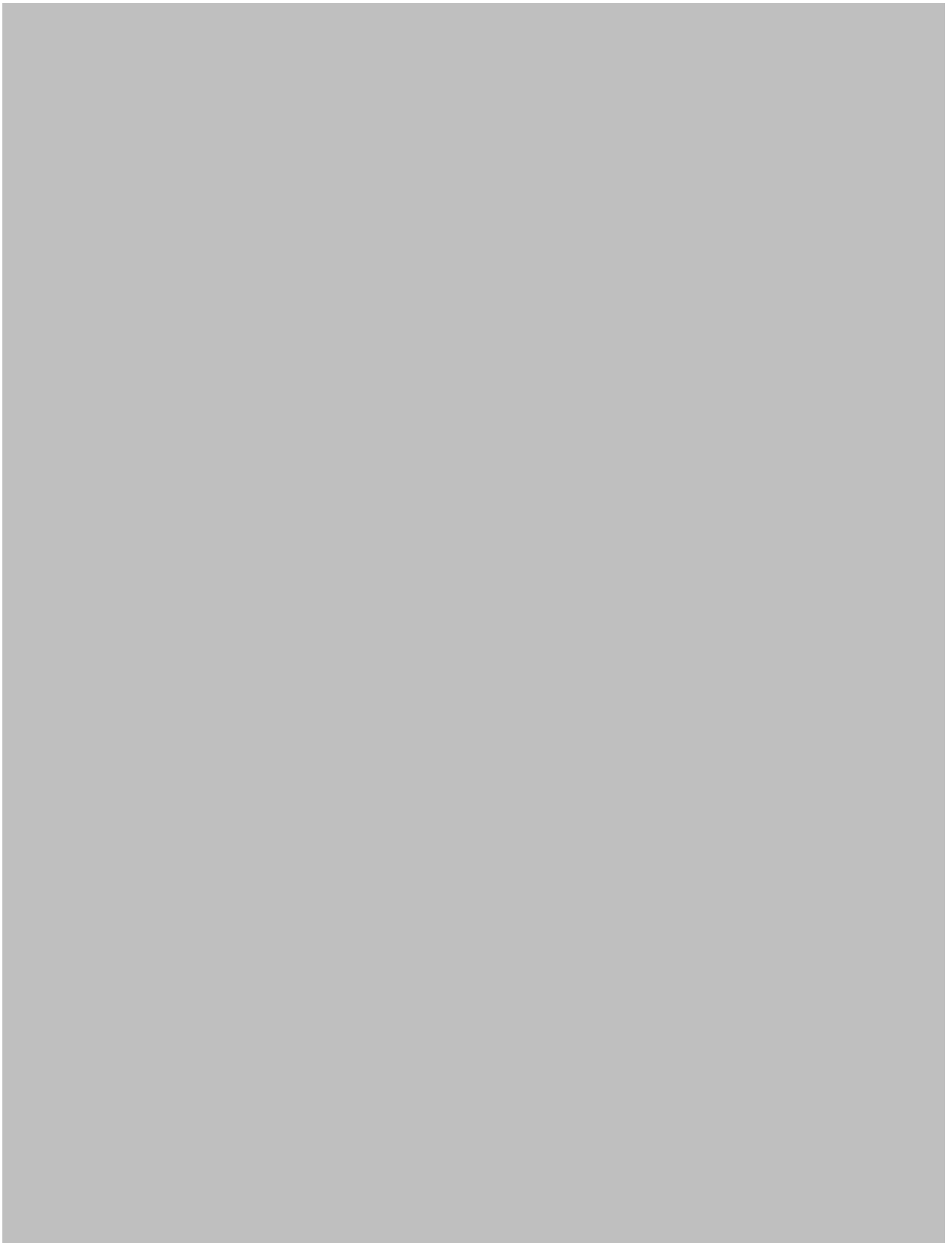
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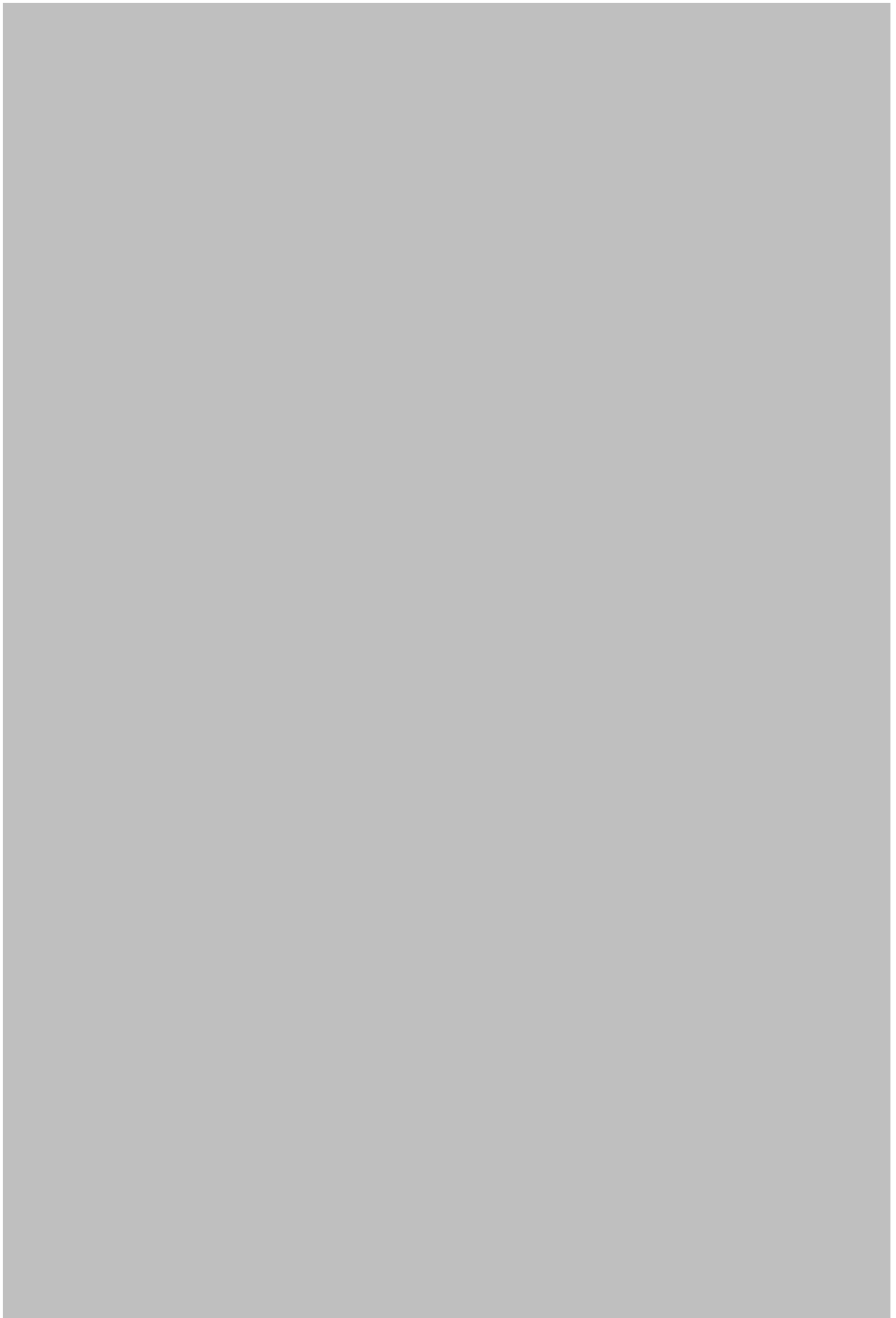
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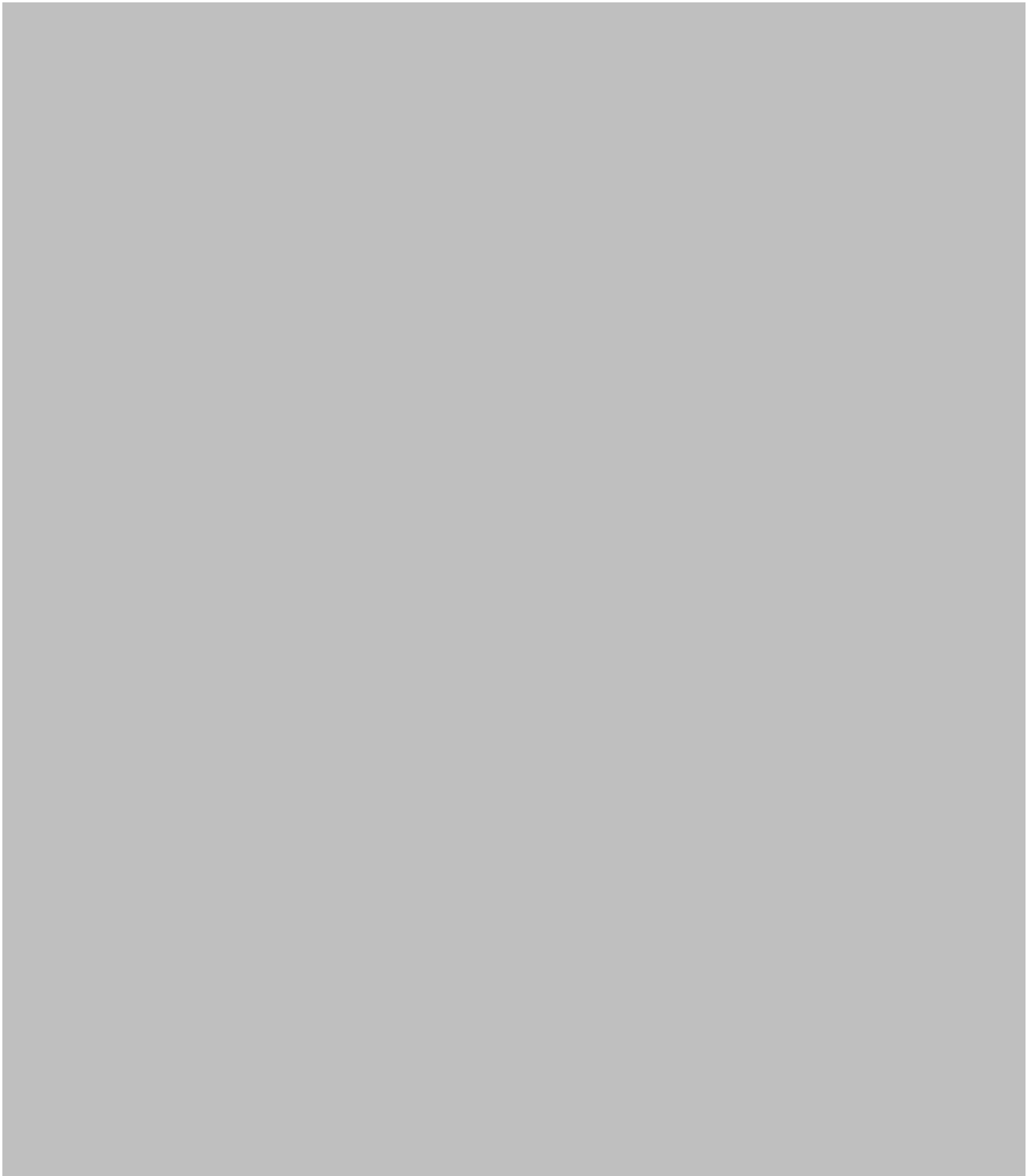


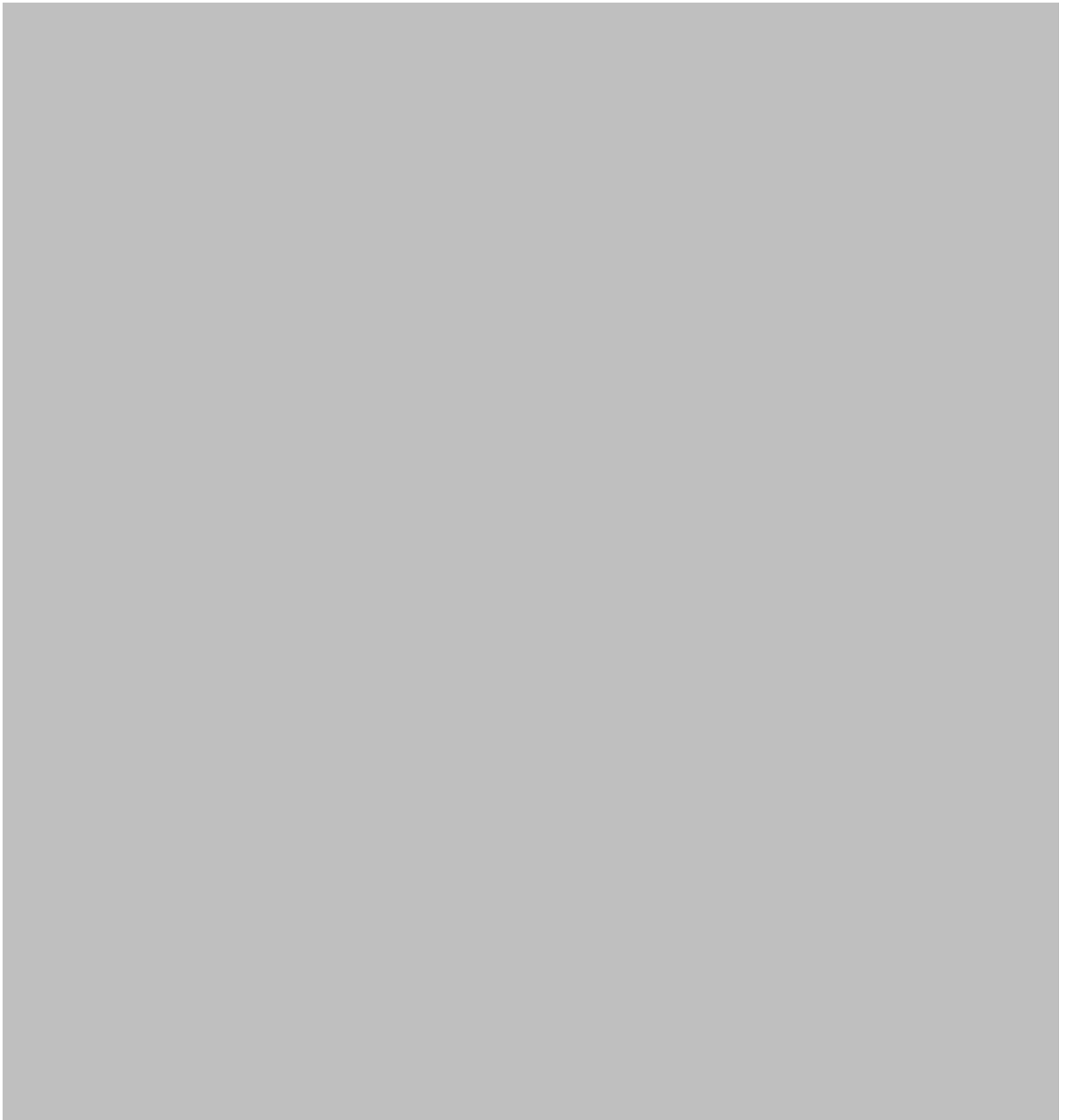




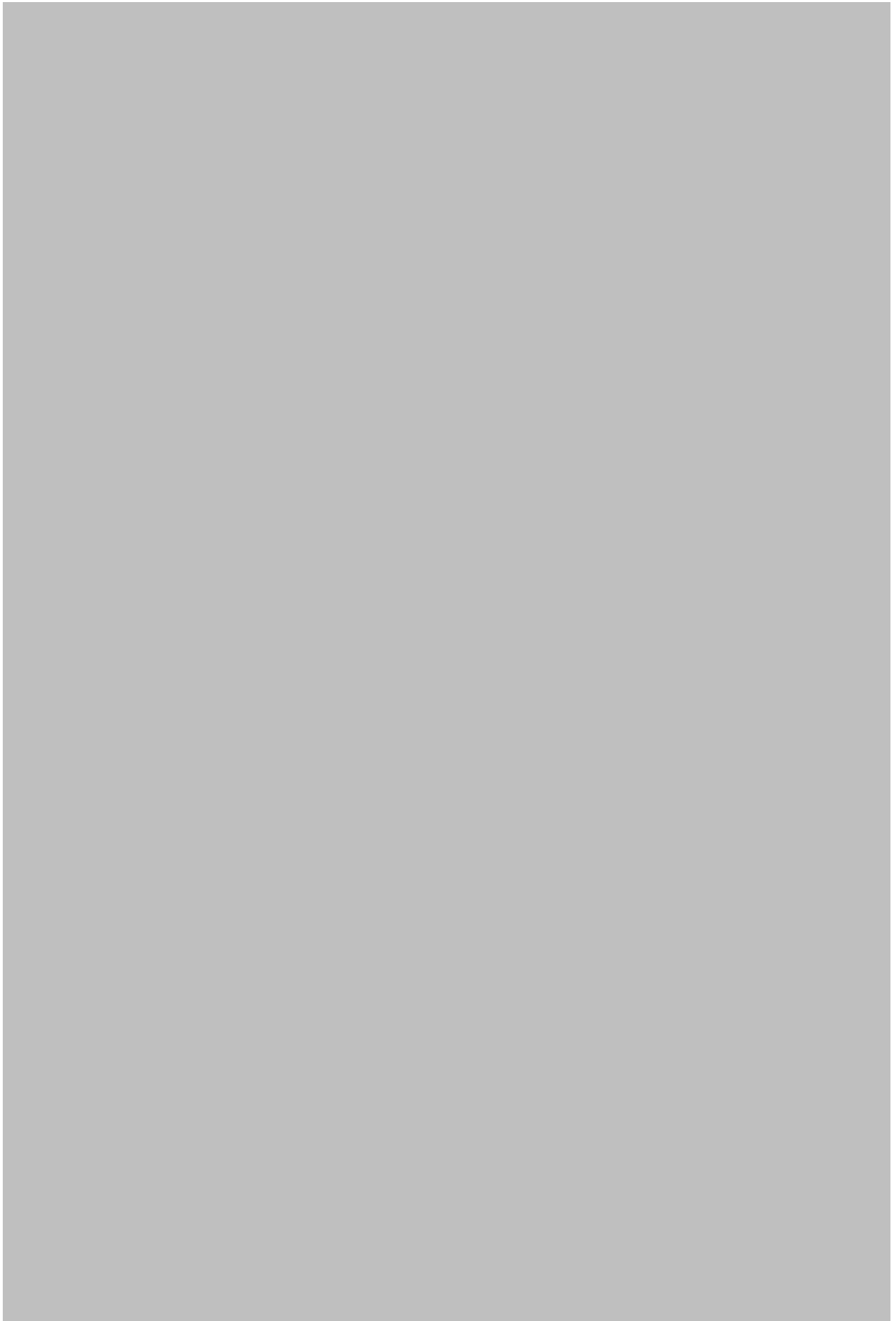












APPENDIX 10: Criteria for quality qualitative research

Compiled from the works of Guba and Lincoln (1994); Elliott, Fischer and Rennie (1999); Yardley (2000); Robson (2002); Willig (2008); and Tracey (2010).

#	Attribute of quality research	How it is demonstrated
1	<p><i>Transferability</i>: Provision of a detailed description of the participants and context so readers are able to assess the relevance and applicability of the findings to other settings.</p> <p>Yardley (2000) also suggests that research should have <i>sensitivity to context</i>: sensitivity to potentially relevant theoretical positions and ethical issues.</p>	<p>A clear description of the school context and participants is provided in Chapter 3. Care has been taken to maintain anonymity through use of participant codes and pseudonyms.</p> <p>Links to research are made clear in the literature review and in discussion (Chapters 2 and 4).</p>
2	<p><i>Commitment and rigour</i>: the subject matter should be engaged with thoroughly and the research should ensure they have the necessary skills to conduct data collections and analysis (Tracey, 2010)</p> <p><i>Grounding in examples</i>: Emergent themes should be clearly linked to the data through provision of examples.</p>	<p>The literature review, including a detailed overview of AI, as well as a substantive portion of the methodology was written before data collection began. Braun and Clarke's (2006, p.96) 15-point checklist for conducting good TA was observed to guide the analytic process as presented in Appendix 14.</p> <p>The AI: Wellbeing project materials are presented in Appendix 3 to demonstrate fidelity of approach.</p> <p>Raw transcriptions, with emergent themes have been presented and demonstrate each step of the data analysis process (see Chapter 4 and Appendices 12 and 13).</p>
3	<p><i>Credibility</i>: Accounts and findings should be checked by others to ensure the researcher's account accurately represents those of the social world. Data may also be analysed through multiple data analyses processes (Tracey, 2010)</p>	<p>At each stage in the AI process, my interpretations of their accounts were checked by the participants and revised.</p> <p>In the research, transcribed data and subsequent codes generated through Thematic Analysis (TA) were checked by participants and research supervisor for comments and revised.</p> <p>A recognised, peer reviewed approach to TA was adopted (Fereday and Muir-Cochrane's, 2006, Hybrid Approach) to demonstrate rigour to the data analysis process.</p>

4	<p><i>Coherence</i>: The process in which data is analysed and integrated into theory should be transparent and attend to the nuances in the data. This is comparable to Yardley's (2000) <i>transparency and coherence</i>: the research methods should be clearly specified, there should be a clearly articulated argument and a <i>reflexive</i> stance taken i.e., the disclosure of the researchers own values and assumptions so readers are able to consider possible alternate explanations.</p>	<p>As with criteria 2 and 3 above, each stage in the TA is presented in a recognisable way that allows readers to reflect upon and apply their own interpretation (see Appendices 11-17).</p> <p>The introduction to this research outlines my own research interests and this chapter clarifies the methodological approach taken.</p>
6	<p><i>Confirmability</i>: the degree to which the researcher is able to demonstrate neutrality of personal values or theoretical inclinations when conducting of the research (Lincoln and Guba (1994).</p> <p>Robson (2002) suggests that this requires a demonstration that steps have been taken to avoid <i>researcher bias</i>: the influence of the researcher's assumptions on questioning and interpretations of the data; <i>reactivity</i>: the way the presence of the researcher affects participant behaviours; and <i>respondent bias</i>: the way that respondents' may mask their privately owned views and respond obstructively, unrealistically positively, or according to expectations.</p>	<p><i>Researcher bias</i>: The role of the researcher is that of collaborative participant observer. I wanted the well-being project to succeed and actively engaged in facilitating it. However, in adopting a CR approach it was essential that I worked reflexively, scrutinizing and reflecting on my role in a way that discouraged imposing my own meaning onto the data analysis, thereby promoting validity (Willig, 2008). Nevertheless, the possibility of bias is acknowledged and so respondent validation was used to safeguard against misinterpretation of intended meaning in the data analysis (see criteria 3 above).</p> <p><i>Reactivity</i>: Whilst acknowledging that the data presented is a result of an active collaboration between the participants and researcher in a particular context, steps were actively taken to address issues of reactivity (see 'moderator style' p.65).</p> <p><i>Respondent bias</i>: A threat to the validity of the study is the possibility that participants did not present their 'true views' in the focus group. The use of focus group method ensured that statements made by participants were grounded in 'reality' and justifiable, at least to each other. A limitation of this is that power interests may have silenced dissenting voices.</p>

		This research has always been presented transparently as an open and honest forum, with my interests clearly stated as research for the purposes of attaining my doctorate. There were no other vested interests or implications attached to the project, other than might arise out of the AI workshops.
7	<i>Research aims:</i> These need to be clear, if the aim is to provide insight into a specific instance or case, this will need to be systematically and comprehensively documented. Limitations of the applicability of the findings beyond the original context should be addressed.	The aims of this project are outlined in Chapter 1 and my own role in the research is presented in this chapter.
8	<i>Resonance:</i> The research should engage and resonate with the reader in a way that clarifies or expands their understanding or appreciation of the subject (Tracey, 2010).	By using a CR approach to AI, new insights may be gained about the mechanisms that are necessary to facilitate an AI in schools. This research is therefore of relevance to EPs considering AI as an approach to organisational change.
9	<i>Dependability:</i> the degree to which claims to truth can be justified by the data set.	Claims to truth are discussed in Chapter 5.
10	<i>Impact and importance:</i> the research should have an impact on and significance for theory, the community of practice of the participants and for practitioners (Yardley, 2000; Tracey, 2010).	<p>The decision to engage in an AI into teacher well-being was intended to have a direct impact on the participants. The significant for theory development is demonstrated in the critical examination of AI in schools and in the search for generative mechanisms, including those revealed through deductive and inductive analyses and those notably absent in deductive analysis.</p> <p>As well as enriching the theoretical understanding of AI, practical issues unique to delivery in schools may be learnt. The materials developed in conceiving and delivering AI for the purposes of promoting teacher well-being may also be of value to practitioners wishing to use AI in school in the future.</p>

11	<p>This criterion is similar to Lincoln and Guba's (1994) criteria of <i>authenticity</i>, which include: fairness; ontological authenticity; educative authenticity; catalytic authenticity; and tactical authenticity.</p>	<p><i>Fairness:</i> An attempt has been made to give all participants a voice in a focus group discussion. Members of the LT did dominate the contributions made in the focus group, but efforts were made to elicit the views of <i>all</i> participants.</p> <p><i>Ontological and educative authenticity:</i> This study has an evaluative edge and will inform participants of wider issues in planning for organisational change, as well informing participants of as each other's perspectives on the issue of well-being.</p> <p><i>Catalytic and tactical authenticity:</i> The AI intervention is intended to serve as a catalyst in itself and through demonstration, may stimulate the school to use AI as a tool for positive action more widely in the future.</p>
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APPENDIX 11: Overview of the stages involved in a hybrid thematic analysis

Compiled from Boyatzis (1998); Braun and Clarke (2006); Fereday and Muir-Cochrane (2006).

Phase	Description of the process important features	Adaptions and notes relating to this study
1. Familiarisation with the data.	Data analysis begins with the immersive process of transcribing the data and then carefully reading and re-reading the transcripts and noting the initial ideas.	<p>Data was transcribed by the author to develop a detailed familiarity with it.</p> <p>Data were transcribed verbatim: All verbal utterances were noted, including non-word sounds, such as “_um” and “_er”, “coughs” and “laughs”. Pauses were recorded as “_...”, regardless of length. Unclear words were recorded as “_xxx”; and interruptions or changes to conversation mid-word were recorded as “_ _”.</p> <p>These transcriptions were then added to Microsoft Excel software and checked by re-listening to the audio transcript two weeks later. This process checked for accuracy and further increased familiarity with the data (a sample of the transcribed data is presented in Appendix 12).</p>
2. Generation of initial codes	Systematically code Interesting features across the entire data set and collate data relevant to each code.	<p>Once transcribed the entire data was coded and repeating patterns identified. Initial (inductive) observations and ideas were annotated in a separate Excel column alongside each statement during each reading. This helped me to construe an understanding for what was being said.</p> <p>All extracts were then deductively analysed in relation to a coding frame (as recommended by Crabtree and Miller (1999) and Fereday and Muir-Cochrane (2006). The coding frames used are presented in Appendix 13. An example of the use of the coding frame is presented in Table 5 on p.83).</p> <p>Codes were applied solely on the basis of verbal content in accordance with realist interpretation that language provides direct access to thought.</p> <p>The reliability of the coding frame was tested to determine its applicability to the raw information by inviting my supervisor to code the documents as</p>

		<p>recommended by Boyatzis (1998). The results were compared and modifications made as required.</p> <p>Once initial codes had been applied, the initial codes were inductively expanded to include prominent and repeating comments and ideas from the data. This provided a rich description of the entire data set in a way that presented the predominant themes in a way that strongly linked to the data themselves (Patton, 1990; Braun and Clarke, 2006).</p> <p>These processes were completed in accordance with Braun and Clarke (2006) recommendation to code as many themes as possible and to retain the surrounding text to maintaining the context, regardless of whether a statement had already been fitted into previous themes. Consequently, some data was coded multiple times.</p>
3. Search for themes	Collate codes into potential themes and gather all data relevant to each potential theme.	<p>Once all the data were coded, they were reviewed for sub-themes and then connected together to identify potential themes (see Braun and Clarke, 2006).</p> <p>These initial sub-themes were then added to the Excel spread sheet of codes and variations were then saved to enable these sub-themes and later themes, to be re-arranged in various ways.</p> <p>Each pre-defined code from the coding frame was focused on separately (including those created from a combination of theory, research questions and from the data). This process of analysis was completed MMM times, once for each code. This increased familiarity with the data set and added rigour to the analysis since repeating the process offered multiple opportunities to check and re-check the data.</p> <p>Codes and sub-themes are clustered and connected into themes, indicating areas of consensus in response to the research questions and potential areas of conflict as advised by Fereday and Muir-Cochrane (2006).</p>

4. Review themes	<p>Check if the themes work in relation to the coded extracts and the entire data set. Then generate a thematic map of the analysis.</p>	<p>These themes were developed into a visual thematic map to represent how the sub-themes relate to the themes.</p> <p>The data sources were cross referenced with the corresponding theme and checked back through the data to ensure that the words from the transcriptions matched the codes, sub-themes and themes being generated. As the analysis is iterative rather than sequential (Braun and Clarke, 2006; Fereday and Muir-Cochrane, 2006), a number of strategies were engaged in to check the consistency of identified themes:</p> <ul style="list-style-type: none"> • I asked my colleagues to check samples of data to verify a good fit of data into themes and to corroborate and legitimise the coded themes. • The process was iterative and immersive with the whole data set being continually searched for repeated patterns of meaning as advised by Braun and Clarke (2006). • Themes were checked for coherence, consistence and distinctiveness, with adequate examples sought from the data set to justify their inclusion as themes. • To ensure this all coded extracts and initial codes were reviewed. Any new codes were identified and linked to themes identified in phase three. Orphaned codes not previously linked to a theme in phase three then either linked to a theme, or discarded. Any new coded extracts were added to the initial thematic map <p>The entire process was then revised a third time and the number, names and breadth of each theme were refined. The aim of this phase was to achieve a collection of themes and sub-themes that accurately represented the data (see Appendix 15).</p>
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5. Define and name themes	On-going analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme.	<p>The name and scope of each theme was refined. Collating thematically-linked data extracts allowed for a better understanding of the essence of each theme and defined it more clearly.</p> <p>Overall themes for each of the research questions were identified. Themes were checked carefully against the data and subthemes were also recorded. A third thematic map was produced relating to each research question.</p> <p>The named themes were also presented to participants to check that their views had been understood. ‘Member checking’ the data helped to establish the trustworthiness and authenticity of the themes and provided opportunities for re-explanations and clarification as necessary.</p> <p>The final thematic map was produced (see Appendix 16).</p>
6. Produce the report	The selection of vivid, compelling extract examples that relating back to the research questions and literature.	This stage involved the final inductive and deductive analysis and scholarly write up of the report is presented in Chapter 4.

APPENDIX 12: An extract from the transcription to demonstrate authenticity of data

Line	Person	Transcript
1	Rob	OK, so. Thank you for coming.
2	Rob	_er the purpose of this meeting is to hear your views and experiences of appreciative inquiry as an approach, to planning change to promote org_ - _ to promote teacher well-being.
3	Rob	Your views will help to develop appreciative inquiry so it can be used more effectively in future.
4	Unknown	"Cough, cough."
5	Rob	There are four topics for discussion, and the session will be recorded so I don't forget your contributions.
6	Rob	All data will be treated confidentially.
7	Rob	The session is open and everyone's views are important.
8	Rob	I'd just like to clarify has anybody experienced appreciative inquiry outside of what we did?
9	Alan	No.
10	Sara	No.
11	Alan	I've not come across it.
12	Unknown	"Cough, cough, cough"
13	Alan	This is my first experience of it.
14	Sara	Formally.
15	Alan	Formally.
16	Rob	OK_er do you have any questions about what we are going to be doing today, at the moment?
17	Sara	No.
18	Alan	I think you've explained everything there Rob.
19	Rob	OK, thank you _er let's see.
20	Rob	_er we need a few ground rules _er if we just have one person talking at a time otherwise the mic' won't pick up, and for others just to listen while they're talking.
21	Rob	_er some questions touch on organisational culture, again, there is no hidden agenda _er and I'm committed to confidentiality.
22	Rob	There's no right or wrong answers to these questions, just views and experiences and opinions all of which are valuable and _er in the end its important for everyone's' ideas to be equally represented and respected.
23	Rob	OK, now I need to show you a bit of an aide memoire of what it is that we did, because you may have forgotten some of what we did.
24	Rob	We did three sessions and the first one was _... sort of a kick off workshop where I told you about all about the research and what we were going to be doing _ -

25	Alan	Mmm [in agreement].
26	Rob	and I gave out some appreciative inquiry questionnaires _ _ not questionnaires, interviews and some people _ -
27	Alan	Interviews.
28	Sara	Mmm [in agreement].
29	Rob	_ And some people, the people there interviewed each other.
30	Rob	We had a bit of discussion about it and a couple of weeks later you had to sort of come back, if you could, maybe interview _er_ do some more interviews,
31	Rob	And come back with some ideas about what kind of really positive experiences you'd heard from staff here.
32	Alan	Yeah.
33	Rob	OK so that was a reminder there.
34	Rob	_..._er _..._
35	Sara	It seems like a long time ago now.
36	Rob	It does seem like a long time ago.
37	Rob	OK next after that we had _..._ the Discoveries to Dreams; I've got some pictures of the _ -
38	Unknown	Oh yeah.
39	Rob	_ _just a few _ -
40	Unknown	things on the walls
41	Rob	_ _yeah we put things on the walls, basically it, we just _er _..._
42	Unknown	Is that your drawing Kelly?
43	Rob	Yeah. We shared _ _
44	Kelly	Yeah.
45	Unknown	"cough"
46	Rob	_ _come across in the interviews, and we had to try to put together an idea about what it is that people found really positive experiences _ _ what is it that people wanted more of in the organisation?
47	Rob	So that was sort of the 'Discoveries to Dream phase' and at the end of that we came away with what was hopefully the positive core of the organisation.
48	Alan	Yeah.
49	Rob	I have got a list of it here and it was something like:
50	Rob	Community and sense of well-being are the beating heart of [Heather View] School. We take great pride in our staff and go the extra mile to better the lives of others. We take the time to share success and celebrate together.

51	Alan	_xxx.
52	Rob	As a team we can face any challenge.
53	Rob	We came away with that positive statement, and a whole list of ideas that might help us to realise the Dream.
54	Rob	OK.
55	Michelle	"laughs"
56	Rob	"laughs"
57	Unknown	"laughs"
58	Rob	Now, after that _..._ we had a final stage which was a final phase which was Dreams to Designs, and in that we thought a bit about, we did vote about which Dreams we might like to pursue. So I got, we've got _er_-
59	Sara	Orders.
60	Michelle	I like this.
61	Alan	No I know _xxx.
62	Rob	Stuck on _-
63	Michelle	_xxx on the voting bits.
64	Group	Yes.
65	Unknown	That's right.
66	Rob	_er we identified some of the key design elements _..._ those basically the things that we want to change _xxx.
67	Unknown	Yeah.
68	Rob	And _er we tried to have a think about, pretty much in slightly more realistic terms what it is that we wanted to change and from that _..._ I wrote up, don't need those, I wrote up some propositions or suggestions.
69	Unknown	Uh-huh.
70	Rob	Which were fed back to the school.
71	Rob	OK so I've got have bigger pictures, sorry, here they are.
72	Unknown	That's all right, I've got them so you're all right.
73	Group	_..._
74	Unknown	_xxx.
75	Michelle	Special needs.
76	Alan	Special needs.
77	Unknown	"laughs"
78	Alan	I put my things over _xxx.

79	Unknown	The extra ones.
80	Rob	Hi there Richard.
81	Richard	Hi.
82	Rob	"laughs"
83	Rob	I've got your consent form originally, which is ideal.
84	Unknown	_xxx.
85	Sara	You're being recorded Richard.
86	Richard	Yes.
87	Rob	Yeah, you're on _xxx talk on _xxx.
88	Richard	I worry when you wave a consent form at me, "we've got your consent!"
89	Group	"laughs"
90	Richard	What have I consent to? (joking)
91	Group	"laughs"
92	Rob	I was just trying to remind_ - reminding what it is that we were doing _er we probably round about toward the last part which is where _..._ some concrete actions plans which, which should be planned and put into place.
93	Rob	At the moment we've done a lot of information gathering, turning it into ideas that we've been shaping up, and hopefully to_ - more and more concrete terms towards something that can be done.
94	Rob	OK, so ready to start.
95	Rob	The first question I have for you really is an open question.
96	Rob	What are your thoughts and or feelings about Appreciative Inquiry as an approach for planning to change_ - planning change to promote teacher well-being here in [Heather View] School?
97	Rob	So that is on _..._ the sheets, those with the little paperclips on.
98	Unknown	Oh right.
99	Rob	It should be the top page.
100	Alan	Yeah it is.
101	Rob	_xxx.
102	Sara	I thought it was positive. It was a _er different way to look at it. Typically, in schools people look at the negatives first don't we and then work out solutions on the back of them.
103	Alan	Yeah.
104	Sara	So I think to look at positives and how to build on them, I thought it was _er use_ - useful wasn't it?

105	Unknown	Mmm (in agreement).
106	Sara	It was useful in that sense.
107	Rob	How _- what was useful about it then? _xxx.
108	Rob	It was different _-
109	Alan	I think what you were looking at in there is the, the process to be able to talk to, talk to other, colleagues about certainly the, the, the way in which we were _..._ set at.
110	Alan	That we were _- you know, we were all working in, working in pairs with people you wouldn't normally work with and I think that_- that was quite, sort of _er a barrier breaking scenario _-
111	Unknown	Uh-huh.
112	Alan	_ - that you were able to, that you were able to discuss quite in depth things with people, in a, in a controlled environment and I think that was really, I think that was what was different for it for me.
113	Unknown	Mmm (in agreement).
114	Alan	I don't know whether that _-
115	Sara	And it made you self-reflect, because actually, one of those early questions, wasn't that "can you think of a time when you were happiest or something like that" _-
116	Unknown	Mmm (in agreement).
117	Sara	and it _- you never ask, you never ask _-
118	Alan	No.
119	Sara	_each other that do we? We just talk about school as it is today and what could we do better, but actually when you stop and have to think, ah OK 'When was I happy?' or whatever the question was.
120	Alan	Yeah, what, what makes you happy?
121	Sara	Yeah exactly, you sort of think, OK <i>why</i> did I feel that way and then take it from there so.
122	Richard	And you find strength through empathy don't you?
123	Sara	Yes.
124	Richard	Through, whether it's good or bad actually.
125	Rob	Mmm.
126	Richard	If you relate to the good that empowers you, but also you relate to the bad that empowers you because [you think] 'Oh God it's not just me!'
127	Sara	Mmm (in agreement).
128	Richard	So yeah.
129	Rob	So it had that, it was a balance then, being able to see both the good and bad? Or is it just that...

130	Richard	Yeah, I think, I think that I got both from that, yeah.
131	Michelle	But it was also seeing, seeing the bad in a different way to the way you'd normally see it.
132	Sara	Yeah.
133	Michelle	_xxx.
134	Sara	So we're not just talk_ - moaning about it.
135	Michelle	No.
136	Sara	We're thinking 'OK, we'll learn from it'.
137	Alan	So do you just_ - do you see those negative situations with a positive twist is in the context of, 'you <i>could</i> do this about it', you're offering_ - sort of semi-offering a solution as well.
138	Rob	Did it_ - is that how it was? Would you say that is how it was different? Have you done anything?
139	Rob	You must have perhaps done some organisational change work before, involved in any kind of projects_ - thinking about projects?
140	Sara	Yeah, but I think we sort of_ - when we do that we think about what the hurdles might be and try to overcome them, as opposed to thinking of the positives first.
141	Sara	I don't know, am I wrong? I don't know I think whenever we've done change, or planned for change in the past_...
142	Unknown	We always focus on the negatives don't you?
143	Sara	Yeah exactly. As opposed to the positives.
144	Alan	Yeah.
145	Alan	Shall I? I think that_er sometimes I've been involved in it previously that is the_ -
146	Alan	_the opening line that people ask you "what would you change about, about this, about the current situation, or place?" and all of a sudden you_ - it strikes a chord with negative, strikes a chord with negative_xxx
147	Sara	Because you think of what's wrong as opposed to actually what has worked in the past.
148	Alan	Yeah. And I think that what this did_..._ was turn_ - was, ask questions in a way that yeah you are promoting change, but you are promoting them in a different_ -
149	Rob	So it's that different perspective that helps?
150	Alan	Perspective', yeah.
151	Sara	I always remember doing a lesson years ago with kids in the library, and the kids, the year sevens had to come up with rules for the library and you said you're not allowed to use the words 'do not'.
152	Michelle	Yeah _xxx.
153	Sara	The kids had to then_ -
154	Michelle	Put it another way_ -
155	Sara	Instead of putting 'do not bring food in the library' they had to say 'please eat your food elsewhere' or something like that.

156	Michelle	Eat outside' or something.
157	Sara	But. I think it's just its similar, it's very similar isn't it.
158	Unknown	"Cough"
159	Sara	_xxx how to think positively about something like that as opposed to how to think negatively.
160	Sara	But also there's lots of differences; within the activities we did there were some great ideas that as a classroom teacher I'd use like the voting system.
161	Sara	I really liked how you can put as many stars against something [referring to the prioritisation of the dream], you know there was little things as well that made us think.
162	Rob	What about people who weren't directly involved? Did they have any, did they have any idea about what was going on? Or?
163	Sara	We interviewed them at the forum, the staff forum.
164	Alan	Yeah.
165	Sara	I think initially, because those early questions were about _ - what were they Rob? There here right in front of me; "Tell us about when you were confident in yourself, when you were happy."
166	Unknown	_xxx I think _ -
167	Richard	One was about, if you remember was about when you were happy in work.
168	Alan	Yeah.
169	Richard	Because [NAME A] gave an example didn't he?
170	Michelle	Yeah.
171	Richard	When [NAME B] had just said "well done" to him or something when he wasn't expecting it.
172	Sara	And they were all the small things weren't there as opposed to the big things.
173	Unknown	_xxx.
174	Sara	But I think what was interesting is that people, people I interviewed at the forum initially sort of, not struggled to answer the questions, but you're not expecting those sorts of questions are you?
175	Unknown	Mmm (in agreement).
176	Sara	You sort of think, ooh that's a bit different, and _ -
177	Rob	So _xxx so at first the change in approach is, can be a bit of a surprise and takes a bit of thinking about?
178	Sara	Yeah.
179	Rob	Interesting. _er
180	Sara	Because we don't usually ask that.
181	Rob	No.

182	Sara	Usually, "What's wrong?"
183	Group	"laughs"
184	Rob	OK_er. Did_... Do you think? Well it seems like you've answered those questions.
185	Rob	I was going to say, how did_- the positive approach, how did it contribute to_- did it contribute to any ideas really? Did any ideas come from that?
186	Sara	Yeah, in terms of the structural change, no.
187		That's because, like I spoke to you before Rob, beyond this inquiry we've had huge structural changes which is why it is difficult to measure its impact, because we have just had so many different external changes.
188	Sara	_er but has it changed how we approach things, yeah possibly, maybe it makes us think about how we can pose questions and you know.
189	Richard	Are you more aware on the leadership team how the littlest, how the littlest gesture can go a really long way?
190	Alan	Mmm (in agreement)
191	Sara	Yeah.
192	Richard	Cos we are getting a lot of little gestures now.
193	Sara	Well, it's exactly that Richard, it's a bit like_-
194	Richard	And it has gone_-
195	Sara	Yeah.
196	Richard	_ - a really long way since then.
197	Sara	And I think that's the important thing. It's not the big things, but you can actually do smaller things that change, like the names on the pigeon holes was a brilliant one_-
198	Unknown	Mmm (in agreement).
199	Sara	_ - you learn people's names as opposed to their initial.
200	Sara	_er I know the_er [NAME C] well-being_er her fitness came from it, [NAME D] choir came from it.
201	Sara	So actually it's, it's been lovely little things that have raised_... improved well-being in school without having to make massive structural changes.
202	Alan	Yeah.
203	Sara	Which have also happened outside [of the focus group].
204	Rob	Yeah, of course, for other reasons perhaps?
205	Rob	What about outside the leadership team? Because I've heard a lot of talk about it from_- I've heard your views.
206	Rob	Thinking about just, from the other participants over there_- the rest of you. As an approach, what are your thoughts about, about it? Do you think it's, it's got value or do_- be as, be as just as open and honest as you like.
207	Kelly	I think it makes you think more about the positives rather than dwelling on the negative things and <i>finding</i> positive things_er.

208	Unknown	Mmm (in agreement)
209	Tanya	And I think that when we went back into departments as well, because we'd come over and I think we would tended to be a bit more open and talking about things.
210	Tanya	I've been noticing a lot more people are actually saying "hello" to you in the corridor and things_-
211	Unknown	Yeah.
212	Tanya	_-that's been the big_-
213	Sara	I wonder whether you could apply it to say like the maths department, because the three from the maths department, and think about when would you, team improvement plans.
214	Sara	Could you use it towards looking at OK what is working and how do we develop that?
215	Sara	I don't know. I don't know if it can be just used in areas?
216	Rob	Its_er it's an approach so_er it can be adapted. The way we did it was by a book, by a manual, but the manual isn't relevant what is important is the philosophy underpinning that, the way it is done and_er
217	Rob	By all means, I mean if you wanted to find out more about it there are so many sources, free sources on it you be welcome to_- maybe some of the ideas could be just from your experiences and applied.
218	Rob	Er, shall we_- is there anything else you wanted to share about this as a general approach, overall as an approach before we move to the next question?
219	Sara	The only thing, as I said to you Rob, is as an approach it is very good but what it <i>can't</i> do is, there are so many <i>outside</i> factors that can then change things it is quite difficult to measure its effectiveness in_-
220	Rob	Sure.
221	Sara	_- isolation to everything else. That's the only_- you know?_-
222	Unknown	"Cough"
223	Sara	_- it'd be very different if things in the school hadn't changed.
224	Alan	But as a starting model_-
225	Sara	Yeah.
226	Alan	_- for developing our ideas I think, you know it's probably been one of the_-
227	Sara	Better ones?
228	Alan	_er yeah, I don't, for want of a bett_- awful word it's the <i>niciest</i> , it's the <i>calmest</i> , sort of <i>interactive</i> approach that_er I've seen...
229	Rob	That's really interesting and we'll come back to that, about, about engagement and how far it engaged people on the third question.
230	Rob	Shall, if we move on to the next research question, it is really looking at the individual phases, and I've got, I set aside about five minutes for each one, but, you know, we don't have to stick to that.
231	Rob	During the Discovery phase we used paired interviews to discover and share powerful and inspiring stories.

232	Rob	But, just thinking about that specific, those specific activities, what are your thoughts about that part of the process in terms of its value_... and use?
233	Jenny	It's useful in terms of, if as Alan said...
234	Jenny	...When you're speaking to someone who you might not necessarily speak to on a day to day basis to just ask them, you know, about the positive experiences and, you know, how they are getting on.
235	Jenny	I think that was particularly, you know, nice to see that, and I think it would be useful for more staff to do speak to each other_-
236	Jenny	...and what it does do is go a long way to, to giving people a voice, which I think is, in that world of organisational change that what I think we were setting out to do.
237	Jenny	It was to make sure that people were heard and were listened to and I felt that was something that came out.
238	Unknown	Mmm (in agreement).
239	Jenny	_ - you know, in that way, even if it's just for, you know, a few minutes.
240	Rob	In itself it had value, that you got an opportunity to talk to somebody you didn't know?
241	Jenny	Yeah, and also_er you know share those, you know, <i>experiences</i> and that <i>positivity</i> but, yeah just the, you know, the outwardly just being sociable with someone, that actually you might not speak to in a positive manner_er_-
242	Rob	Sorry to interrupt.
243	Jenny	_ -as well.
244	Jenny	Yeah?
245	Rob	What kind of thoughts and feelings did that generate then?
246	Jenny	_er we were just discussing if we were asked, you know, the interview questions, you know, went through when was a particular time when you had a very confident moment, or
247	Jenny	_er just positive experiences that each member of staff had had_er throughout their time here.
248	Jenny	And it was, you know, some things as we mentioned earlier, were really small things. But then some were, were, you know, larger things that, you know, affected them a lot more.
249	Jenny	So it was nice to look at those different things and just have that, you know, contact time with someone and, you know, from another department and someone you don't speak to regularly_er and just see how they're getting on.
250	Rob	Do you think?
251	Michelle	I was going to say I think it can take people sometimes a while to, because it is a completely different mind-set isn't it? It takes possibly people a while to get their head around: Rather than being very defensive.
252	Michelle	You know they probably needed a little more thought time in term of_-
253	Unknown	Mmm (in agreement)
254	Michelle	_ -it's not the sort of thing that you would normally just jump out with, so it's sort of_-

255	Rob	Did, was there, in what we did, was there enough time for that, or do you think we needed, are you suggesting that we needed <i>more</i> time to think about it at that time, that stage?
256	Michelle	I don't know. Some people possibly can think of an answer just like that, other people might have to just sort of dig deep into the _xxx.
257	Sara	And we found the answers came from, they came from conversations because
258	Sara	I mean it was you and I Jenny, we sort of went off track and then found out more, but I know that when I was interviewing people outside of the group, because we had to didn't we? Between the two sessions.
259	Sara	They did sort of freeze and sort of think "Oh God, that's a bit of a funny question", whereas because we were chatting then we_ - but
260	Sara	I think and that's also the difference, we as a group have all volunteer to be here, I wonder, as a process for success if we'd done a whole school training day,
261	Sara	and we were all, you know we were all, that people were not forced to, but it was part of it, how well people would respond in that way?
262	Alan	But I think they acted, from the positive, upside of this is: it <i>does</i> take you out of your comfort zone when you're asking questions_-
263	Sara	_in a good way.
264	Alan	_but_-
265	Unknown	"cough"
266	Alan	_because of the nature of the questions it sort of scaffolds you as well, so you are out of it asking, but there's, there's a, a sort of structure_-
267	Rob	Mmm [in agreement].
268	Unknown	Yeah.
269	Alan	_that you talk, you can talk within so it might be a little bit nervous of asking those, of asking the questions
270	Rob	Yeah.
271	Alan	_er and, and nervous of answering them in a, in a certain way especially if it was someone, if you're just going up to them and, you know, not meeting them for the first time_-
272	Sara	Yeah.
273	Michelle	Yeah.
274	Alan	_but putting them in that situation, so it does, it does talk you, talk you along that route. But I think it's the, that's the_-
275	Sara	Strength, yeah.
276	Alan	_the positive as well, that's the real strength in it, is that_-
277	Sara	Yeah.
278	Alan	_it although you are out of your comfort zone it does have that scaffold as well.
279	Rob	That's interesting, yeah. Because although typically we would expect to build a_- I suppose expect to build a rapport and then maybe drop into conversation, as you mentioned, the kind of _xxx_ way,

280	Rob	and then only if you knew somebody would you ask the deeply personal questions, and yet the interview gave you almost a reason_-
281	Alan	Mmm [in agreement].
282	Sara	Oh yeah, we would have never discussed when we felt happiest in school or something.
283	Group	"laughs"
284	Alan	What, what_-
285	Sara	Yeah.
286	Alan	_-what was also good about it was that they were feel-good questions.
287	Unknown	Mmm (in agreement).
288	Alan	So, so you got a sense that you were <i>going</i> to get something positive back, and when you asked something, just speaking from a personal perspective, I was quite happy that there was a feel-good_-
289	Alan	I wouldn't say it was a serotonin rush but there was something_-
290	Group	"laughs"
291	Alan	_- there was something there, you know it was, I'd be more than happy to answer that because I could relate to a _ situation or time.
292	Sara	Yeah, the whole process was <i>uplifting</i> wasn't it, you would always_-
293	Richard	It was interesting that in the instance you had to shut us up!
294	Rob	I won't get into that here "laughs".
295	Sara	That's unusual Rob having to say_-
296	Group	"laughs"
297	Richard	A quite person like me as well [joking], but it, but it, the point being was that we could have carried on.
298	Unknown	Yeah
299	Rob	And, yeah, and this, sort of, goes back to that, having a bit more time to _er perhaps would have been useful _er
300	Unknown	"Cough"
301	Rob	Or maybe I'm wrong there, what do the rest of you think? Actually, the fact that we had, sort of, kind of, a tight timeline, and you had to sort of catch people, sort of outside of the session to ask them,
302	Rob	Was that something that needed to be changed? Or was that something that worked well?
303	Sara	I think it probably would be improved if we had more time. And also when we were doing it after a long school day, you know it makes it, not harder, but it, it, you know, it's a bit like going to the gym,
304	Sara	You think "Oh I've got to go", but afterwards you feel much better for it.
305	Sara	Had it have been given time on an inset day or something, where there is more time, still the structure of we're spending half an hour on the session.

306	Sara	You know, that always works doesn't it? Otherwise you can like Richard said, we went completely off track, but that was a positive.
307	Sara	_Er so yeah I think more time probably, and maybe a different time, to give it more time during, in a working day probably would be better.
308	Rob	OK, well that's interesting. It's useful, it might help other, other schools when they are delivering to think about and reflect on those comments.
309	Rob	Is there anything else about the, the first phase, the first activities that you'd like to cover?
310	Group	_...
311	Rob	No? OK, well in the dream phase what we did then is we came together and you shared some of the things you'd, you'd met in small groups
312	Rob	I seem to remember and you shared with each other some of the stories that you'd heard and some of the, the positive aspects of what is going on at [SCHOOL NAME] and then created a poster I think, maybe_-
313	Alan	Yeah.
314	Rob	_ - it was just like a rough, sort of an idea_er, because we were trying to find the positive, [SCHOOL NAME]'s positive core.
315	Rob	What about that whole process, that taking those individual experiences, bringing them together as a group an then sharing it as a whole group, so we could almost agree what was working really well here?
316	Rob	What do you think about that process?
317	Michelle	Again I know that we say that we were volunteering to be part of a group but what's surprised me was a sense that although we were working in small groups, that when we came back we actually all had a common_-
318	Alan	Common themes.
319	Michelle	_ -themes that came through.
320	Unknown	Mmm (in agreement)
321	Richard	I'm just smiling now because I'm looking at one that just reminded me, I think "what the hell was that about?" then I remembered, I think you drew this one_-
322	Group	"laughs"
323	Richard	_ - and that is a visual representation of _er too much email, get rid of email_-
324	Alan	Yeah.
325	Richard	_ - and then I glance over there and I can see "no email" written on there so, so yeah it, as you say, interesting to see that even independently, we did, we found that we shared some <i>goals</i> I suppose.
326	Alan	The interesting fact last week was with the inspection going on, was that I was getting home [and] instead of forty odd emails I was having six, it was weird_xxx
327	Group	"laughs"

328	Alan	I suppose to some degree next year this is what we're do in the leadership team aren't we? Looking at actually what worked last week, because of our visitors [so] that we can, you know, continue with and year _xxx
329	Alan	That feel good factor we were looking for anything to _xxx [keep it].
330	Richard	Bizarrely we all looked at the bulletin religiously didn't we, because, because "ooh any gossip in here _xxx?"-_
331	Group	"laughs"
332	Richard	_"who's going to be doing what?" so maybe we could just have a forty page bulletin every week?
333	Sara	Yeah.
334	Alan	Maybe that's really a good idea.
335	Richard	"laughs"
336	Rob	Do you think finding, identifying the positive core, was that a worthwhile experiences? Because this is, this is a <i>dream</i> remember, this is not something that we're realistically going to bring about in everyday life.
337	Sara	I suppose it is worthwhile because it gives you an endpoint,
338	Sara	but, the honest point is, sort of, I think is that sometimes, from my point of view and it is only my point of view is I think, "aw it is a little bit generalised", a bit Disney for what of a better expression,
339	Sara	Can we not just get down to 'what are we doing?'
340	Sara	I don't know, sometimes I think "OK that's all very nice, but what actually are we going to do about it?"
341	Sara	So, but then do you have to have the nice bit, the dream to aspire towards it, but sometimes I think, yeah, we'd <i>all</i> say we want a sense of togetherness, happy smiley faces,
342	Sara	I think anybody in any organisation would say that but, it was actually, what I took from it were the small ideas like the names on the pigeon holes_-
343	Unknown	Mmm (in agreement).
344	Sara	That actually then made a difference. So, yeah, that, that would be my, it's not a criticism it just my thoughts towards it. Maybe, "OK fine", but let's go on with the actual "what we are doing?"
345	Rob	That's, that's fair _xxx. What do the rest of you think about the value of the group identifying that positive core?
346	Richard	I'd go along with that, perhaps it's something to do with our profession, as teachers we often look for, you know we'll digest the theory but then we say,
347	Richard	Right how can this make a difference in my classroom, you know in my environment?
348	Richard	And I think, yeah, you know you touched on a couple of things there that look reasonably small, you know like pigeon holes which made a massive difference.
349	Richard	The email issue isn't going to be anything small, that is going to be a much bigger decision, but again obviously that showed that there was a hunger there to do something with it.

350	Richard	So, yeah I think it is, it's <i>turning the theory into practicality</i> and I think that's the, those are always the course that I get the most benefit from,
351	Richard	the ones where someone's, you know thrown a lot of theory at me, and I'll nod along and I'll say "Yeah that's a good idea", but it's the person who turns around and says
352	Richard	Right, you can make a massive difference by doing the smallest thing That's where I, I feel empowered and take something from the course.
353	Richard	Given more time I imagine that would have been the course of what may have gone on, I don't know.
354	Rob	And so a lot of these little ideas, because that wasn't the main, that wasn't the <i>purpose</i> of identifying the dream, but these ideas came out because people were giving examples.
355	Rob	I seem to remember on the day saying "I'd be great if _"
356	Rob	Using like your email example, if, you know, because the issue of the dream was that we had good commun_ - more personal communications but then the example of, for example the email issue, 'that drives me nuts_ -'
357	Alan	Mmm (in agreement).
358	Rob	_ - it'd be great if we had fewer of those.
359	Rob	So those are the things that were happening seren_ - serendipitously, they are happening just by chance almost, while we were discussing where the direction was that we wanted to go. Which is interesting.
360	Rob	_er do you think that was useful for planning the next step? The next step was where we looked_ - those of you that were we had a look at _er
361	Rob	The practicalities as you just mentioned there Richard, of what it is exactly that we, we need to change?
362	Rob	What is it that needs to change? Is it the relationships between staff, between the leadership team and teaching staff and non-teaching staff? Or is it the fact that they are categorised in that way, or is it-er, is it the environment?
363	Rob	What is it that needs to change? Did you think the dream was useful in informing that or?
364	Alan	It, it <i>is</i> because it is, because is it Michelle, alluded to the fact that those, the elements of the dream were brought back from a sort of separate group that actually had <i>real</i> links in them.
365	Unknown	"cough"
366	Alan	They were, they were_ -
367	Sara	It shows that we've all got the <i>same</i> dream.
368	Alan	_ - yeah, you know they were you've all got that_ -
369	Sara	We all want the same thing.
370	Alan	Yeah.
371	Sara	So that was a useful exercise. I think, but I think that it's more about "OK what are we actually going to do?"

372	Unknown	OK
373	Sara	I think that's, it's a bit like the emails: OK we've all agreed to emails so what's it going to be? No emails after eight o'clock? Or you can't email a single person? Or no email Thursdays as some organisations do?
374	Sara	You know, we never got that far. And I think that's something we've got to work on, we've got these ideas but what are we doing about it?
375	Alan	Hmm (unsure).
376	Rob	OK. The next part then was trying to shape up those ideas, that was the design phase where we did some voting about what aspect of the dream,
377	Rob	I, I put all those onto a big, big wall display that I should have put up really, but we identified what parts of the dream that we wanted to pursue, and its, as you can see there, voted on_-
378	Unknown	"cough"
379	Rob	_- which parts are most important to us; and then discussed what needs to change in order to realise those ambitions, because those are ambitions in a way, they are something to chase.
380	Rob	From this four possibility statements were developed, and, I don't know whether you've all had an opportunity to see what those possibility statements are or not?
381	Sara	No I haven't managed to share them.
382	Rob	OK that's fine, but from that we had some possibility statements which were really qualitative and rich text, it was almost like painting a bit of a picture,
383	Rob	A bit more of a realistic picture about what needs to, what is going to change, so thinking at that practical level.
384	Alan	I thought you did share those with us?
385	Sara	I think they were on your email?
386	Rob	Actually_-
387	Sara	You emailed them.
388	Rob	_- you're absolutely right I did email them.
389	Alan	Yeah, yeah we did get shared those because they were statements about "At [SCHOOL NAME]_-"
390	Sara	Oh yeah.
391	Rob	You're absolutely right, so I did, I emailed them over to some of those, but I wasn't sure.
392	Rob	OK did _er, was that, do you remember having those meetings where we were sort of thinking about <i>what</i> needed to change?
393	Alan	Yeah.
394	Rob	Any thoughts about that?

395	Alan	Well it gives you a much clearer picture of what you need to do, doesn't it? And that was linked in, sorry, that was linked in with the map, the big picture on the wall that you did?
396	Alan	And I think, you know, that <i>then</i> starts to give it something to hang our hats on. I think, you know, once you've, once you're at that stage you can be saying, you can be saying, "well this is going to happen in that point, this is going to happen in this point"
397	Unknown	Mmm (in agreement).
398	Alan	_ - and, you know, you've got action points going forward, which I think would seem to be coming out of that.
399	Rob	Couldn't we have just gone and, gone ahead and done it? Just, or was it necessary to go through that part of the phase or could it just have been actions, what was discussed in the Dream phase?
400	Sara	I suppose you've got to have some sort of <i>order</i> to things haven't you, you've got to <i>formalise</i> it a little bit, but... it's difficult isn't it, difficult to say because like I said sometimes I'm a bit more of a "OK crack on" as opposed to _er.
401	Alan	Does that phase give you something to evaluate it back against? Is that what the purpose of that is about?
402	Rob	It's taking_-
403	Sara	The framework.
404	Rob	Yeah it does, the framework is, is that the decision about: Right what we can do, we've got the 'Disney idea', we've got the dream, now we want to achieve some of those things, we move closer towards them.
405	Rob	But, in order to do that we have to know what we are going to change. And so, its thinking a bit broader than the individual little things, although they are important,
406	Rob	It is thinking a bit more about: Right, we want to promote relationships between staff that could be, and then we look at what needs to change to do that.
407	Rob	It's a bit more, it isn't like: Right we are going to run a choir, a school choir basically_-
408	Unknown	"Cough"
409	Rob	_ - it's in that in-between stage_-
410	Alan	Yeah.
411	Rob	_ - we're going to change relationships between staff, deciding what it is we are going to change and how it is going to be done, we're going to do it through, I don't know, through gatherings of some kind.
412	Sara	It's a bit like [NAME's E.], it's not [NAME's E.] but the TLC's, Teacher Learning Communities they are put together where they are mixed departments and things.
413	Sara	So that, you always work with that group of people where you wouldn't typically work with them because they are not your department or your house_-
414	Alan	Yeah.
415	Sara	_ - you know so I think there's little things like that that we've done haven't we? In sort of forming relationships.

416	Sara	I suppose its thinking about what you just said about measuring, you almost need to, maybe it goes against the point of the process, but you almost need to,
417	Sara	and I know we did do a staff survey before it, you almost need to do one at the end, after we've put all these things in place, like email rules, pigeon hole names and stuff, and see how _ -
418	Alan	Yeah.
419	Sara	_ - how, if you want to know how effective it is, we'd say, actually seventy-two percent of the staff we're happy and now eighty-five percent are happy.
420	Sara	I know its flippant and an easy comment to make, but yeah, how will we ever measure _ -
421	Unknown	Mmm (in agreement).
422	Sara	_ - staff well-being and happiness unless, if we're, unless you just going to use off a gauge, your gut reaction because everybody was happy dancing, happy off Friday night? Do you know what I mean?
423	Group	"laughs"
424	Sara	But you can measure it off staff attendance, of staff do's or you know, or people coming to the concert tomorrow night.
425	Sara	I bet you all we have significantly more [people] than twelve months ago won't we? So you can measure it like that, but I don't know, is that enough to measure the success of, of a process?
426	Richard	Or whether there is no need, you don't need to actually measure it?
427	Richard	I, I, I'm with you, I think actually _er it's a bi-thing, it's a bit of <i>both</i> really, because you know, you can tell _ -
428	Sara	Yeah, it's a feeling.
429	Richard	_ - you have that feeling, you have that gut feeling, but you know the last staff survey was a year after the previous staff survey wasn't it, I'd be really interested to see what the next staff survey would reveal.
430	Sara	Next May.
431	Richard	You know, it there was plans for such a survey, and I think you could then, you could within reason measure a <i>happiness</i> index, I believe it was David Cameron was on about it a couple of years ago.
432	Richard	But you, you could to that degree couldn't you?
433	Unknown	"cough"
434	Richard	Because people were not happy about things before, and they are now content with them, then that's progress. If you were content and now they're raving about them that's progress.
435	Richard	Equally, you have a direction as well, so yeah.
436	Sara	Yeah.
437	Rob	It would be interesting, I agree it would be interesting to see that data and if you do collect it, or you do have any evidence of that I'd be very interested in it.

438	Sara	Yeah, because you've got the copy of the original haven't you?
439	Rob	Yes you sent me one of them.
440	Alan	But, if I remember it, correct me if I'm wrong Rob. But those statements were made up of things that we said that we'd look to do for each other, is that, wasn't it?
441	Rob	Those are from the dream_-
442	Alan	Yeah, but_-
443	Rob	Yeah that's right.
444	Alan	_- the <i>statement</i> then, that we could, "At [SCHOOL NAME] we want to", the,
445	Sara	Isn't that the dream part?
446	Alan	_-those things you emailed over to us. No they were, they were_-
447	Rob	Not quite, the statements came from, came from the discussion that we had. We had a discussion, not everybody was there I appreciate that, but we had a discussion about what needed to change,
448	Rob	and then I went away, basically I sort of sat in my room and thought about everything that people had said, and I tried to think about all the design,
449	Rob	there was some technical language like 'design elements' and 'social architecture' and things like that being talked about_-
450	Alan	Yeah.
451	Rob	_- and I tried to_xxx_-
452	Unknown	"cough"
453	Rob	_-statements which are a decision, that the leadership team can decide whether to act on those or not.
454	Rob	But they are, they are a bit more grounded in reality, they are like the dreams, they include a lot of the ideas of the dreams and what we talked about_er so they are, they are basically saying:
455	Rob	This is something that we would actually like to give a go and create an action plan from.
456	Alan	So in that sense then, I know it's a bit, it is a mission statement. So you know you've got, you've got to get, that's your 'buy in' from staff isn't it?
457	Alan	Your reminder, your, you know what you've agreed to, this is, this is what we see, your mantra, yeah your mantra is it, so if there is something that's really important you're going to do it within school,
458	Alan	Does it fit within, or before I do this, will it? Then I think, yeah_-
459	Sara	How does it work towards?
460	Alan	_- those statements got have, that, statement then has real power, because it is asking questions of people, asking questions to people to say_er

461	Alan	I want, you know, I want to bring in a new development, and if that new development doesn't include staff in it, I'm going to steam-roller it through and I'm just going to do anything,
462	Alan	I'm not going to take in an appreciation of staff, then I've got to be considering what I'm doing. So then I've, I've got that side to it.
463	Unknown	Yeah
464	Alan	Does it, you know that, that's how I would see that element of it working.
465	Rob	I think, I think that's really Interesting that you see it like that, and I think _er
466	Rob	There's probably a lot, that probably fits with what the purpose of it is and it is interesting to think how you might use it then; to inform decisions, which haven't been discussed.
467	Alan	Mmm (in agreement).
468	Rob	More to do with: Does it tick any of these boxes in terms of what it is we are trying to achieve here, to, to make sure staff feel, feel like, happier?
469	Alan	Mmm (in agreement).
470	Rob	Interesting stuff.
471	Rob	OK_er shall we move on to the last bit? I think this'll be a bit briefer because it hasn't happened yet, so maybe thinking about what <i>might</i> , you know, what our <i>current</i> thoughts are about it.
472	Rob	In the destiny phase it was hoped that some short term targets, basically an action plan would be put together _er that reflect the outcomes of the design phase.
473	Rob	So that is the technical, the little bits and pieces 'We're going to do this, that and the other', and 'We're going to do it in one month, three months and six months this will have occurred, and for next year this is our action plan.'
474	Rob	_er what are your thoughts about the use or value of that in the whole process?
475	Sara	I think that is what I was saying earlier, that, to me, would be the most useful bit, because once you've actually said, right OK we're doing this, we're doing this, then it becomes real,
476	Sara	And then it becomes something tangible and something we can actually do and measure.
477	Sara	So I actually think that the bit that we haven't got around to, because of other things happening in school, is probably the bit where we could have really said:
478	Sara	OK these are the, not the rules, but these are things about emails and stuff that we're bringing in_er
479	Sara	You know? And then that's something you can review in six months' time. So I think there would have been, in that phase there, would have probably brought everything together. You know?
480	Rob	We're talking a bit hypothetically about it, why? Mind if I ask just, why is it? Why didn't it go ahead? Why didn't we just get together and do it?
481	Sara	Inspection.

482	Group	"laughs"
483	Alan	_xxx.
484	Sara	It was end of term then, probably, yeah, probably because we had a break in the process, because, wasn't our last meeting literally in the last week [of term], and then you came in didn't you in the last half term Rob,
485	Sara	And then we had a phone call and unfortunately, and again it was things out of our control.
486	Richard	It's a very transitional time.
487	Sara	Yeah.
488	Richard	Pretty much it really, so yeah.
489	Rob	This, this is not to make judgement, what it is to find out what kind of things happen in schools that might interrupt the process really.
490	Sara	I suppose the reason why we were happy to support you on your project was because at the time that suited our school very much:
491	Sara	To look at our well-being and see how we can make things better for staff and then things changed, and it's not that we don't need the process anymore, but it just shows that actually how people can make a place completely different.
492	Sara	_er but what we <i>could</i> do is look at actually what people are now doing compared to previous actions, and they would all feed into these sorts of things, like,
493	Sara	The 'Thank yous' and the communi- _ better communication, probably all the things we planned to try and improve is probably being done. We probably got the same results, but in a slightly different way.
494	Rob	Mmm.
495	Sara	It's not perfect, I'm sure staff will say it's not perfect but it is an improvement.
496	Rob	Right, again then, just thinking generally within the school, you're speculating, you would other staff respond to _xxx?
497	Ross	[Ross enters the room]
498	Richard	Could you literally sniff cakes _-
499	Sara	Yeah.
500	Group	"laughs"
501	Richard	_ - from like two hundred yards away?
502	Sara	Help yourself Ross we are, we're not far from finishing so eat quick.
503	Ross	Sorry.
504	Sara	No, you're all right.
505	Rob	_er
506	Sara	_er
507	Group	"laughs"

508	Michelle	I mean are we at the stage where there are so many people have, you know, I'm sure we have all had people that say "you know, it's so different now",
509	Michelle	That actually with quantifying what is it now that people are, you know, what is it that's happened? You know?
510	Sara	It's sometimes hard, sometimes it's obvious and sometimes it's hard, but I'd have said last Friday we did all celebrate a very difficult week, and I don't think we would have done that previously.
511	Sara	Yet, because things are different in school, I think people were happy to celebrate that week and also to focus on the future and to want to make a real difference and again, its,
512	Sara	I suppose yeah you've got to identify, without it being person_ - personable, what that change is? It isn't a single person; it isn't a single person that does that. But it is, it is processes that can make that happen.
513	Ross	I think, you know, if there hadn't have been [organisational] changes_ -
514	Sara	Jesus, all right, you'd better talk now if you've - _
515	Group	"laughs"
516	Sara	_ - got to contribute.
517	Ross	I don't think, I don't' think there would have been as many people there if _ - I'd hate to think what would have come out if we'd stayed as we were.
518	Sara	But I think.
519	Alan	However, you know, to <i>sustain</i> organisational change I think Rob, I think that you know, this is where the value is in this, the value is in this process.
520	Alan	What we would have, what we would have needed at some point possibly is for this process to have taken place so that as a group of people we could have moved forwards,
521	Alan	And still with a feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes us all, what makes it a good place.
522	Alan	You know, we've had quite a _er a cataclysmic change in many respects that has that has, come about from default.
523	Sara	You're right, it's looking at what is happening now and appreciating those things_ -
524	Alan	appreciating yeah_ -
525	Sara	_ -that maintain it.
526	Alan	_ -appreciating it <i>now</i> , that's the word.
527	Michelle	I mean, <i>we</i> can see it because we've been focused on it, does it need to become a wider thing?
528	Alan	Yeah, yeah it does need to become a wider thing, you need that, you need that 'bonded statement' for people to consider what they're doing,

529	Alan	so that in the heat of battle, when things aren't, you know, things aren't as glowing and as bright as they are at times, you know, you can remember that actually, we need to be doing this, because we're doing this, because,
530	Sara	There is almost more pressure, on the current heads, to maintain positivity isn't there?
531	Michelle	Yes.
532	Alan	And that's what we need you know.
533	Sara	It is hard, because you think, OK people are on board, can't afford to lose them so it is about reflecting on what do we all do now?
534	Sara	And what are the little things and I think it probably is that, it's the little things that make people happy, you know?
535	Rob	Mmm (in agreement)
536	Alan	Yeah, massive change but it is also cakes in the staffroom_...
537	Group	"laughs"
538	Richard	Hallelujah.
539		_xxx.
540	Unknown	"laughs"
541	Rob	I'd like to chat more about it but I'm thinking about time as well and people have got to get away.
542	Rob	_er research question three was about AI, this was about how it engages people across levels so, going back to your thoughts at the beginning about AI as a way of <i>engaging</i> people across levels, across teams and disciplines,
543	Rob	In organisational change projects, and this one was to promote well-being as well.
544	Rob	So what about levels of engagement? Did it, did it do that? Or what are your thoughts about it?
545	Sara	It is important because it shows everybody has got an equal voice doesn't it? You know?
546	Rob	Did it?
547	Sara	I don't know but I'm saying that as an ideal it is suggesting, isn't it? That everybody has a chance to say what they really feel regardless of your role within the school.
548	Rob	Those people not normally involved in organisational change, do _er did you feel as though your contribution_ - did you feel engaged in the process?
549	Kelly	I think so. I wonder if it had been different because everything we did had a positive spin on it, didn't it? And I think there might have been more engagement if people were allowed to be negative if that makes sense?
550	Unknown	Mmm (in agreement)
551	Kelly	Because people are really happy to moan aren't they?
552	Group	"laughs"
553	Kelly	It's the easiest thing to do.
554	Sara	Yeah, because in the_ -

555	Group	"laughs"
556	Sara	_ - in the early staff forum, you would say in the early staff forums there was big numbers in the early staff forums. Because people saw that as an opportunity to come along and say as a collective_ -
557	Richard	Have a collective moan yeah.
558	Sara	Yeah.
559	Sara	_ - but if you, if staff forum was where you can only say positive things, you_ -
560	Richard	Oh God!
561	Group	"laughs"
562	Unknown	Yeah.
563	Rob	That's interesting. So was that disabling in a way? Does that reduce levels of engagement? The, the approach uses a deliberately affirmative approach.
564	Unknown	Yeah.
565	Richard	I'm going to sort of defend the moaners now_ -
566	Unknown	"laughs"
567	Richard	_ - because I sometimes think you need to_ -
568	Sara	Yeah.
569	Richard	_ - be very clear about the negative in order to identify the positive. So, you know, I mean, we did talk about positivity and caring,
570	Richard	But the negative has come up in this interview now was email was identified as a negative. If we, if we'd not actually, if someone had just said "I want people to talk more", but not actually said_ -
571	Sara	"It's nice of people to come and sit face to face."
572	Richard	We're getting thousands of emails, I'm getting swamped. So we did get the negativity in anyway didn't we? _-but
573	Unknown	No, I know_ -
574	Richard	_-but, but_ -
575	Unknown	_ - but its more positive than just that.
576	Richard	_-but, but, yeah_ er, I agree I think it is, it is that crucial line isn't it, that, and sometimes it's just empowering to just vent your spleen sometimes I think, but ,
577	Richard	but it is that crucial bit that afterwards you say "OK, what do I want, If I was running things what would I do?" and sharing those ideas, and then somewhere people getting a communal idea of, yeah actually we can all get behind this.
578	Sara	You're right though because say there was a big organisational change and we said if anyone wants to be involved in it, we going to use Appreciative Inquiry so we are all going to celebrate good points people will be like "oh, what's the point?"

579	Sara	I think people will say, "what's the point if I can't go along and criticise an idea?" I think, you, you're right, I think that's, even though the process is good, I think it probably might put volunteers off.
580	Rob	Do you think then that being critical, it sounds it, like you're saying that people might not have faith in a process which is focused just on positivity, they want to talk about what isn't working? _er
581	Rob	OK thinking about levels of engagement, those people don't have much faith, and might not choose to engage because they don't, they want to have a bit of moan,
582	Rob	They want say what's not working, they don't want to come along and say what is working? Because that's, because it is that less effective?
583	Richard	And I, I think it would not, not just be ineffective, I think it would be counter-productive, because people would form a cynical view then about the purpose of the activity_-
584	Sara	Mmm (in agreement).
585	Richard	_ - you, you know, it could, it could be argued that, you know, people <i>could</i> say "well actually the only reason you're doing this is because now you are going go and share that information with someone and say
586	Richard	How brilliant and happy everybody is because you are only focusing on the positives." So I think, you know, even though we recognise the exercise for what it is,
587	Richard	I think you'd, your hardest obstacle actually, if you, if you were to go down that road, were to actually convince people that it is about this project and isn't_-
588	Sara	It's actually understanding the process.
589	Richard	_it , it isn't about _er trying to sell a brand or something_-
590	Sara	Yeah.
591	Richard	_you know, and get it across yeah?
592	Sara	Yeah, because being critical is very different to being negative, you know_-
593	Unknown	Mmm (in agreement).
594	Sara	_there's plusses in being critical because that helps.
595	Unknown	Yeah.
596	Sara	Link you said the email helps, helps identify the, or discover the positives.
597	Rob	What, what about outside this team? Because you formed, pretty much the core team in a way, of like, or researchers and co-researchers trying to find out what is working well here.
598	Rob	And so, the idea then is to somehow get information from outside the team, from wider people in the school.
599	Rob	Thinking, I'm just thinking that for use it was teachers, and that was the focus, but for a whole school we'd obviously talk to pupils and well, and maybe to parents and things like that.

600	Rob	What about its reach? Did it reach out to outside the core team, or was most of it about us coming together and discussing what we thought was good, and, and coming up with actions based on that?
601	Rob	Did it have that, that, I say reach? Did it have that engagement?
602	Alan	No, I think would be the simplest answer would be, I think the simplest answer to that. I think I qualify, I qualify with a _-
603	Sara	Apart from within our team yeah?
604	Alan	_I qualify that with: People were interested in why we were asking them questions_-
605	Sara	And they liked that.
606	Alan	_certainly and they liked the, the, you know, some of them liked that, that side of it. But then it, I guess it became insular, you know, you drew, we drew it into this arena and that's probably where, probably where it stopped.
607	Richard	Did it have an indirect impact? I go back to the pigeon hole example_-
608	Sara	Yeah, did people know it, did people know get involved in it yeah?
609	Richard	_xxx, yeah people might have known why, where that, that, came from that_-
610	Unknown	Mmm (in agreement).
611	Richard	_that its having an impact one would argue. A positive one.
612	Unknown	Mmm (in agreement).
613	Alan	I think what you, what you would need to be able to do, or I guess it does prove that when you are looking at organisational change, you know, it empowered us and engaged us to a point
614	Alan	So therefore does it make a difference how big you make the group? So if you got that group working at, on a training day for example with two hundred, staff, does that have the same effect as working with, with eight?
615	Sara	And if well-being hadn't improved for other reasons, if we still had the old head, would more people have wanted to get on board because they knew this group was going to make a difference?
616	Sara	That's the other thing. It is very difficult Rob when unfortunately you chose a school which, or we chose you when things have happened which haven't allowed us to evaluate the process as much.
617	Rob	It is OK now you are evaluating it, you're, what I am asking you is what your thoughts about it, and I_er I don't pretend to be able to separate context from, from the, what the outcome.
618	Unknown	"cough"
619	Rob	But what is important for me is to hear what <i>think</i> about it 'cos you've experienced it, and you got probably, you know, the best judgement to make those decisions about whether you think it worked_er so I'm only asking for your judgement_er.
620	Sara	I suppose you have to ask, are there processes that are better?
621	Rob	Yeah, that's interesting, have you experienced processes like this?

622	Sara	That would be somewhere like staff forum somewhere, where, where you, people can say what they are upset about and then, but that isn't you see, that is the kind of classic case where staff forum would say what people are upset about,
623	Sara	and then you'd have to try and find a solution to that, and that's not working together, that's where there are two different sides where this was more about what can we collectively work on to make things better.
624	Rob	That is interesting.
625	Michelle	However, going back to staff forums, mean the last one we had was totally different feel to the ones we had before.
626	Michelle	Because I think before it was a case of: Look right these are the problems, and then the next meeting they had to come back with an answer, where as it was an open forum within, we had the leadership member_ -
627	Unknown	Mmm (in agreement).
628	Michelle	_ - and we were able to discuss.
629	Sara	And also the point of the staff forum <i>really</i> should be: We have ideas that _er, what do you call them in business? A focus group. It is almost that isn't it? What do you think about this? You know, its canvassing opinion on something.
630	Rob	Did_ - was the change in the forum meetings in any way related to what we have been doing? Or is it just something that has been caused by other things.
631	Sara	Other factors'.
632	Group	"laughs"
633	Rob	Oh, Okay.
634	Alan	It's probably clouded, it_er clouded a judgement I guess, you know, with everything else that's gone on.
635	Rob	Mmm [in agreement].
636	Alan	You know I would come back to what, what I said five minutes ago, is, if it's worked well with us, what size group can you make it work with?
637	Alan	And if you can make it work with a hundred and fifty, then, then you're on to a, you're on to a winner if there is a process by which you can make that work.
638	Rob	In _er, and I've read lots of case studies where they have this pretty much on display all the time with a wall, what people can contribute to it, and add to it.
639	Rob	They drop into the hall, or maybe staff go down, you know you have a bit of time, you've got a schedule and you'll go along and you make your contributions.
640	Rob	So, you know, one person facilitates all day, and every hour, or half hour people come in and they have a chat, and whatever and they throw their ideas on.
641	Rob	It can build up like that, there is a way of doing it and it isn't what we did _er, but it can happen _xxx.
642	Richard	I think it can lead future forums a little bit in the sense that, again it is about how you sell it, but, but I, but I think, having a little time for a bit of positivity and sharing, particularly the idea of sharing ideas.

643	Richard	So, part of the agenda of the forum was we literally going to spend five minutes and you're just going to talk to someone who is not in your department_-
644	Sara	Of something that has worked well this week or something.
645	Richard	_- of some ideas where you both think, "actually, yeah, we both think that's a good idea, bring it to", rather than, as you say, it is a bit of a Q&A thing, but yeah.
646	Sara	That's how last, the teacher, the teacher learning community started didn't it? We've only done one, but we all had to share our good practice. Richard you was there last, what, what were we talking about?
647		What was the focus of the last one?
648	Richard	It was anything wasn't it?
649	Alan	It started with a little idea of what you'd do in lessons.
650	Ross	It was about how clean my classroom was.
651	Sara	What was I saying? Oh I don't, your classroom is.
652	Group	"laughs"
653	Sara	But it was, it was something positive, we all share a positive idea.
654	Unknown	And mine is as well.
655	Unknown	Spotless.
656	Unknown	For him? Is it tidy for him?
657	Sara	Yeah, there is a gauge.
658	Ross	"laughs"
659	Rob	One of the questions I have really is about power differences in that, you know, usually the decision making processes are obviously held within the leadership team, typically, and Al tried to upset that.
660	Rob	Was it successful in upsetting that, or was it too, do you think it is still really, mostly informed by the decision holders in the end?
661	Alan	It is a lot more two way now I'd say, an understanding of_-
662	Richard	This is true, I would put this on Alan and Sara as two sort of_-
663	Sara	I would say_-
664	Richard	_-senior leaders_-
665	Sara	_-I don't think we had the chance to test it out really.
666	Richard	_-if we knew what, you had ideas anyway about what you want to do with it this year. But I wonder if these sessions help inform you about again,
667	Richard	I go back to the little gestures, there have been a lot of little gestures this term from leadership, and they go a long, long way.
668	Alan	We probably_-

669	Sara	Yeah, probably.
670	Richard	Was that something you were going to do anyway, which perhaps you were?
671	Sara	A bit of both really.
672	Michelle	Yeah _xxx.
673	Sara	I suppose the big ideas; the big change we haven't had a chance to test that out. Because we haven't had big changes have we apart from inspection.
674	Alan	But I think what you're, I think if you, where it helped, certainly me, going forward is the, this term, if we did nothing else we won hearts and minds.
675	Alan	And I think that was, was probably the work for me that came out of that is even just re-iterating what was starred there [points to design phase voting chart].
676	Alan	Yeah? What was starred there that was defiantly informed our purpose, our process going forwards _er.
677	Sara	And winning hearts and minds wasn't <i>cheap</i> with cakes was it? (joking)
678	Alan	Would that, would that then _-
679	Group	"laughs"
680	Sara	It wasn't about buying hearts and minds it was about the relationship wasn't it?
681	Alan	No, it was little phrase, little phrases I, you know, share on duty with [NAME F], you know, 'coach don't criticise', and those were the, you know so, you know those were the things that, yeah.
682	Sara	And also, you know it was things in the leadership team we made a decision on was not being on duty every day.
683	Sara	Now some staff might think we should be on duty every day, but actually that was more of an opportunity for us to, I go to the staff room some days, or, you know people, it meant we're not always _-
684	Alan	Yeah so we did make _- you were more available yeah.
685	Alan	It meant you could get alongside people and make the effort to get alongside people.
686	Sara	Yeah.
687	Sara	But we always knew that to turn school around that, it is about working with staff, not directing staff.
688	Sara	I think so, Ross said it in briefing on Monday didn't he, his main goal was to get as many people at the staff Christmas do as possible because we haven't had Christmas or summer DO for a long, long time.
689	Alan	I think there was a lot more as well, of leading by example, you know that _er just little things like we've got a head teacher who is teaching now.
690		OK he's not at the same timetable as everyone else, but he know he's in a classroom and _-
691	Sara	He has books to mark for the scrutiny and stuff didn't he? So _-
692	Alan	_ - yeah, so it's not just the case of 'you do this', its well, I've got to do the same thing, you know?

693	Sara	The deputy head is playing football and standing there in his shorts.
694	Group	"laughs"
695	Alan	Doing anything to hide from the inspection, I digress.
696	Richard	[NAME G] only did that for empathy [joke].
697	Group	"laughs"
698	Sara	The first time he joins the team he pulls his Achilles tendon. But that was [NAME G] point in doing it, he wanted to go out and_-
699	Michelle	That's right yes.
700	Sara	_ - but it, but it wasn't fake, it wasn't forced_-
701	Alan	No.
702	Sara	_ - we genuinely do, you know I enjoy coming to the school. I see it as spending time with people I enjoy spending time with, so why wouldn't I want to do that?
703	Ross	Because we're in this together, we are asking to do this, but we are doing the same thing you know?
704	Sara	I actually think, you know, people have said "Did inspection come at the wrong time?", I actually think it came at the <i>best</i> time, because I think it even helped us even more to come together with staff. You know?
705	Richard	It was quite an anomaly, when faced with difficult news that staff applauded for a very long time.
706	Sara	Aww, aww.
707	Richard	And I think, and I think, and I think part of it, you know a lot of it was obviously supporting Ross, but I think there was an element of supporting each other in that as well.
708	Sara	Yeah, and general happiness that we did it, we got through it and carry on.
709	Alan	We move on.
710	Sara	Yeah.
711	Rob	That is interesting stuff. It sounds like a really emotional time, you know, important time.
712	Rob	The last research question here, and this is directly, it is about effectiveness of AI now. In a way_- we were trying to promote teacher well-being.
713	Rob	How effective is appreciative inquiry as a way of promoting teacher well-being? What are your opinions about that?
714	Sara	Of course it's good because it is positive isn't it?
715	Michelle	It is trying to put a positive spin on things.
716	Rob	Was it effective though? Did it actually, I mean it is a difficult decision, you can't say?
717	Sara	It is difficult to measure isn't it?
718	Rob	But just in terms of your experience do you think it has been effective in changing well-being in school at all?

719	Alan	Yeah. If, if you've got, if I just take a personal example from the work that I did, I set out to make sure that I, that in everything I did there was a sense of togetherness,
720	Alan	a sense of, you, you know, a sense of coaching people, getting alongside people, well then yeah, I've seen, you know, from a personal perspective I can.
721	Alan	It, it's you know, what I would say, what I would say, regardless of, of, _er environment, or, or occasion or what is going on within that time, I think the process does give, give you a mode by which you can engage everybody.
722	Alan	And that, I think that's what really, I think that is a really important aspect, probably the most important aspect, because it, when, when everybody is engaged you've got to, you've then got a chance to get over those really tough times
723	Alan	And nobody's saying that the next, you know for us the use the next year to eighteen months isn't going to be tough, but if everybody is engaged, everybody is trusting then you know that you're going to get over those times.
724	Alan	Without too many barriers, and people, and people causing issues because they've collectively, they've got into it, that we are still focused on the principles that we, that we agreed. So I think, I think it is.
725	Rob	A valuable comment.
726	Michelle	In terms of just, of just looking at the word <i>teacher</i> coming up quite a bit on this page in terms of organisational change. Should it be teacher specific? Or should it be staff_-?
727	Unknown	Yeah, yeah.
728	Rob	_er I think what we, the definition that I'm going to roll with is that when we talk about teacher well-being we were talking about anybody involved, in a school, in the education of, of xxx.
729	Michelle	People in school wouldn't see it that way.
730	Rob	And I realise the language isn't an ideal term, so perhaps we could maybe change that in terms of_-
731	Sara	That is a good point isn't it Michelle, is because you can mean non-teaching staff as a, and a_-
732	Michelle	Term yes.
733	Richard	Well today, some of us had the pleasure of waiting on non-teaching staff.
734	Michelle	Support staff, excuse me.
735	Richard	Support staff.
736	Michelle	"laughs"
737	Richard	It was striking actually, you know I pretty much know all of them, everybody in support in different offices and different rooms.
738	Richard	There was a really striking to see everyone together, filling one room. It showed you what a massive, massive role support staff play in the school. So, yeah.
739	Rob	Does, did, has there been any change, maybe on the grassroots level, has AI been effective at all in_-

740	Rob	Do you think they have noticed the changes that have come about as a result of AI? Do people notice that? You mentioned pigeon holes, but are there any other things? Will people have noticed? Has it made an impact do you think?
741	Richard	If I go back to a previous point, I think you've been upstaged a little bit.
742	Unknown	"laughs"
743	Richard	_er by, by the regime change.
744	Sara	I would say Richard, that yeah, if things hadn't changed at the top then this would probably become, for want of a better expression a positive lobby group. Where you could actually lobby_-
745	Unknown	Yeah.
746	Sara	_ - not, not the past, I could just see any heads that's causing concern, to say "right the well-being group feel that we need to do this with emails, this with, and then it would become really positive
747	Sara	Because you actually asking for nice positive things, that if everybody buys in to, from the head across to whoever. It, it is _er, it would be positive. It's not saying "oh we don't like this, we don't think this",
748	Sara	What it is actually saying "what we would like to happen is this." And who can, who can argue or say "no" to a group of people saying
749	Sara	"I think it would be good to have names on pigeon holes, to have no emails after 10 o'clock, or to have" you know and I think_-
750	Rob	Those are practical things aren't they and also giving a voice, so maybe the AI is, what you are saying is that it is giving a voice that may have a bit of clout in term of_-
751	Ross	Yeah, I think that the biggest problem is that we had a leader who was very detached.
752	Sara	Yeah.
753	Ross	And not interested in anyone who knows more about what's going on and speaks to staff a lot more so, where the influence is_-
754	Sara	Yeah I think the difference this year is that staff feel supported, that is the biggest thing isn't it? It is feeling supported and trusted and valued.
755	Sara	So unfortunately that sometimes does fall down to one person, even though those people usually say it's not one person's point of view. It does show the impact of_-
756	Alan	Of one person.
757	Sara	_ - of one person. The boss of the organisation.
758	Ross	We can recommend a school for you to go to next.
759	Group	"laughs"
760	Sara	
761	Group	"laughs"
762	Rob	It's _er, its _er.
763	Alan	You can delete that Rob -_

764	Group	"laughs"
765	Alan	_ - off the recording.
766	Sara	No we can't, we switch _xxx.
767	Alan	Backed up by Sara.
768	Richard	Sara did make a good point there, that even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds, and even if they don't want to get hearts and minds if they can find easy ways to do it_ -
769	Sara	If someone is telling you <i>how</i> to do it, yeah, yeah.
770	Richard	_ - then, then they should be taken.
771	Sara	If you don't know how to do it yourself but then you are given a list of_ -
772	Richard	Yeah.
773	Sara	_ - not rules, but things. If we all do these ten things_ -
774	Richard	Exactly, yeah.
775	Sara	_ - everybody would be happy. Well, you'd be a fool to ignore them wouldn't you?
776	Rob	OK, thank you. _er what about a quick strengths and some weaknesses, you know, a bit of a SWOT analysis about AI as an approach for organisational change _er to promote teacher well-being. What, what's good about it?
777	Rob	You've told me that, and then we'll pick up on what's bad about it just so we can summarise it, just for some ideas.
778	Richard	So engagement is a positive isn't it?
779	Rob	Yep.
780	Sara	Team bonding, it's fun.
781	Michelle	I, I like the idea that, you know the fact that it is the small things that can make a difference. You know, you haven't got to go massive, you can just do small things and they do _xxx.
782	Sara	And discovering those small things. Sometimes you don't see 'em do you until someone points them out and you think "oh yeah".
783	Alan	I think that it's a logical process.
784	Michelle	Mmm (in agreement).
785	Unknown	Thorough.
786	Ross	Open to all staff as well, you know everybody gets a chance.
787	Rob	Any other good things about it?
788	Richard	Cakes.
789	Group	"laughs"
790	Unknown	_xxx.

791	Rob	So what about the limitations then?
792	Sara	Time I think, I think it does take time to do.
793	Alan	Yeah, to make it work well, to make it work well you've got to give it that, you've got to give it credibility.
794	Sara	And also this is based on volunteers. I'd be interested, like you said about if it's a whole organisation thing.
795	Rob	Mmm.
796	Sara	Because <i>we're</i> buying into it.
797	Alan	It comes back to that, it comes back to that, that credibility. You know, we may be here in a position of wanting it to work so you don't really see the <u>er</u> some of the areas for improvement.
798	Sara	Yeah, some might be cynical, might see it as bit American <u>-</u>
799	Rob	Uh-huh.
800	Sara	<u>-</u> istic, if that's a word?
801	Alan	But the point was made by Kelly that, that is it too positive?
802	Sara	Yeah, does it put people off?
803	Richard	Kelly does like to be miserable don't you? (joking)
804	Group	"laughs"
805	Ross	But people have to accept that there's got to be changes as well, I think, you know? If you've got people who aren't willing to change it doesn't matter how many positives you do.
806	Richard	We funnily enough I was just going to say, if you take this to other schools I think, unless you can get it endorsed by the people who can make the decisions, not necessarily say well we will agree with everything that this comes up with but,
807	Richard	But unless they show willingness to listen to whatever is discussed then its, its futile. Because actually it leads to deeper frustration, because you'll have all these staff saying "well we want to do this!"
808	Richard	and "we all think this is a brilliant idea!" but then somebody says "well I don't" <u>-</u>
809	Michelle	You stick at the Dream phase don't you?
810	Group	Yeah.
811	Richard	Yeah, you stay in the Dream. There, there's nothing more frustrating than being stuck in the Dream is there?
812	Rob	That is an interesting point, yeah. You do need to have, have a good clear understanding about what it is that is being delivered and to make sure it gets to the right people.
813	Rob	Which is a lot of pre-work, maybe that wasn't done, present in what we did.
814	Unknown	Yeah.
815	Rob	Maybe what we did there was not enough awareness of it, maybe I wasn't aware of it enough. Perhaps you need a skilled facilitator who has delivered it a few times <u>-</u>

816	Sara	A positive is that it slows you down doesn't it? Usually we think "Oh God, what are we going to do?" and crack on.
817	Sara	But actually what this did was make you stop, and think, and discover different opinions and thoughts, and then put in the Dream and then put in the plan.
818	Sara	So I suppose it does make, it slows you down, and makes you do it thoroughly and methodically, as opposed to just thinking "oh God, we've got an issues here, what are we going to do?"
819	Alan	Yeah, it does balance things out doesn't it?
820	Sara	Yeah.
821	Alan	In an organisation I once described it as full of Tiggers, Eeyores and Owls_-
822	Group	"laughs"
823	Alan	_ - and _er it's a creative _xxx_-
824	Unknown	_xxx.
825	Alan	In, the Tiggers are just going to bounce around and do everything, they are going to do absolutely everything.
826	Alan	The Eeyores will take like an "mmm I'm not sure", and the Owls you can just let them rot in a corner because they'll never, never change their mind.
827	Group	"laughs"
828	Sara	I thought the Owls were wise?
829	Alan	No, they, they just will not do it. I think, that, that is_-
830	Richard	I'm so digging out the staff list later and _xxx.
831	Group	"laughs"
832	Alan	That is what we _xxx said, that is.
833	Group	"laughs"
834	Alan	It is what allows us to challenge an organisation. It does control _er it does control the Tiggers, because they need it a little bit. You know, they, they're the ones you want because of their enthusiasm and motivation_-
835	Michelle	So who is [NAME]? Christopher Robin?
836	Alan	_but they work them to change the _xxx. But sometimes it doesn't matter what you feed people, they, they don't want to change, you've got a long way,
837	Alan	And you can just drip, and tell them and talk to them, sometimes, you know, you get the odd thing back, but they'll be forever cynical.
838	Ross	Just when I think you haven't got any more phrases.
839	Group	"laughs"
840	Rob	_xxx that's going to go in my research.
841	Group	"laughs"

842	Sara	We've got more sayings, saying.
843	Rob	This is the theory.
844	Group	"laughs"
845	Sara	He learns 'em all.
846	Ross	What was it before? Not the sage on the stage, but the guy from the side.
847	Rob	_er.
848	Group	"laughs"
849	Rob	Concluding then, just to conclude a little bit then _er thinking about the entire experience including today's meeting, and any other thoughts.
850	Rob	Are there any other thoughts you'd like to share about Appreciative Inquiry? And this is just an open one in case you haven't said something.
851	Unknown	"cough"
852	Group	[5 second silence]
853	Alan	No.
854	Sara	No.
855	Rob	OK, that's alright then, OK. _er I, thank you. That, I really appreciated that _er. Thank you for being open and honest about it and giving me your insights into what is going on.
856	Rob	_er, the only. I don't want you to go away with any false expectations, I don't think you will, but it's not, sometimes when we talk to people they think
857	Rob	"Right, now what is Rob going to go away and do?" Well what I'm going to go away, I'm going to go and write my thesis.
858	Group	"laughs"
859	Rob	I'm not going, I'm not going to continue to be involved in, I'm obviously available, but, to help out, but no change will necessarily come from this. In terms of my involvement.
860	Rob	I'll contact you after my research has been done. Share findings with you if that's OK? And, and I think on the consent forms you've left me your email addresses, so I'll just send you out a copy if that is OK.
861	Unknown	"cough"
862	Rob	That is, that's it really.
863	Alan	Thanks for that.
864	Sara	Thank you.
865	Alan	Very much appreciated.
866	Sara	Thank you for the cake.

APPENDIX 13: Coding frame (Generated from the combined works of Whitney and Trosten-Bloom, 2010; Cooperrider, Whitney and Stavros, 2008; and Bushe, 2011).

1. Inquiry as Intervention	
Definition	AI as a form of intervention: Change begins when people think, talk, discover and learn from dialogue. AI claims to initiate change by creating a dialogue and meaning making process where participants openly share their discoveries.
Description	<p>References to ways in which discussion and questioning inspired change. References to the researcher, tasks, or topic that had an impact on members of the organisation.</p> <p>Being activity listened to with sincere curiosity, empathy and compassion. Through one to one interviews, AI claims to listen to people who might otherwise not have a voice in an organisation (and so is related to engagement). These ideas and information are then subsequently put into action.</p> <p>Reference to the AI process in which ideals are shared and through discussion participants develop a consensus of opinion about the organisation's 'positive core'.</p>
Relates to	Discovery (Cooperrider, Whitney and Stavros, 2008); Inquiry as Intervention (Bushe, 2011); also Cooperrider, Whitney and Stavros (2008) Simultaneity Principle; Freedom to be Heard (Whitney and Trosten-Bloom, 2010).
2. Generativity	
Definition	Development of imaginative competence to change people's habitual styles of thinking as a consequence of AI.
Description	<p>A combination of imagination and reasoning to produce socially constructed 'new' ways of thinking and knowing. References to the challenge of pre-existing background assumptions and rules of analysis that have historically defined the organisation or discourse of practice.</p> <p>Generation of provocative and inspiring statements grounded in the realities of those who have worked there. Strategic intent. The effectiveness of AI to use new ways of working to co-construct the future and make a shared dream a reality.</p>
Relates to	Design (Cooperrider, Whitney and Stavros, 2008); Generativity (Bushe, 2011); Cooperrider, Whitney and Stavros (2008) Constructionist Principle; Gergen's (1978) Generative Capacity.
3. Re-shaping Organisational Identity	
Definition	An interruption of deficit discourses and negative thinking; the deliberate affirmative use of language to re-write organisational history and re-shape organisational identity, especially involving marginalised voices.
Description	References to the impact of telling and hearing stories has on participants as a catalyst for change. The deliberate affirmative use of language to re-write

	<p>organisational history and re-shape organisational identity; especially involving marginalised voices.</p> <p>AI claims to initiate change by creating and structuring positive dialogue and meaning making process, allowing participants to openly share their discoveries.</p> <p>Reference to the AI <i>process</i> in which ideals are shared and through discussion participants develop a consensus of opinion about the organisation's 'Positive Core' and creation of a 'Positive Image'.</p>
Relates to	Discovery (Cooperrider, Whitney and Stavros, 2008); Poetic Principle (Cooperrider, Whitney and Stavros, 2008); Social Constructivism (Cooperrider, Whitney and Stavros, 2008); Discourse and Narrative (Bushe, 2011); Freedom to be Positive by Whitney and Trosten-Bloom, 2010); The Unconditional Positive Question (Ludema, Cooperrider and Barrett, 2001).
4. Anticipatory Reality	
Definition	Discourse around the impact of AI in creating a positive image of the future that is then useful as a catalyst to planning change.
Description	<p>AI inspired discourse and collective imagination and about an ideal future that provides clarity of direction and enables members of the organisation to move towards it in their everyday actions.</p> <p>References to inspired, passionate thinking about the future and visionary leadership to unleash the dreams of all people at all levels in an organisation.</p> <p>The creation of a safe place where large, diverse groups of people can engage in dialogue about the future.</p>
Relates to	Dream (Cooperrider, Whitney and Stavros, 2008); Anticipatory Reality (Bushe, 2011); Freedom to Dream in a Community (Whitney and Trosten-Bloom, 2010).
5. Positive Affect	
Definition	Positive affect, social bonding, rapport, hope, inspiration and enjoyment, happiness, positivity, pride in participants working experiences; the interruption of established role and forming of new relationships.
Description	<p>Dialogue around how positive affect and relationships created by AI processes build resilience, broadens perspectives and leads to change by interrupting work roles to give people a chance to be individuals, to get to know one another and develop a new web of relationships. Building bridges across boundaries of power and authority.</p> <p>Freedom to have fun, think positive and take pride in their work. The use of positive affect to build momentum for change.</p>
Relates to	Freedom to be Positive and Freedom to be Known in a Relationship (Whitney and Trosten-Bloom, 2010); Positive Affect (Bushe, 2011).

6. Building on Strength	
Definition	Emphasis on the organisations existing strengths.
Description	Dialogue that refers to focusing attention on pre-existing positive traits and processes that members of the organisation want more of, to bring about change.
Relates to	Building on Strength (Bushe, 2011).
7. Engagement	
Definition	Widespread engagement with stakeholders to gain their ideas and views.
Description	<p>References to the generation of new ideas from stakeholders in the system; ideas that will at least be new for their status within the system.</p> <p>References to stakeholder participation in gathering and making sense of ideas and views of others who participate as theorists, dreamers and designers.</p>
Relates to	Stakeholder Engagement, Generativity and Discourse and Narrative (Bushe, 2011).
8. Inspires Improvisation	
Definition	The creation of conditions where individuals are motivated to self-organise projects or processes that move the organisation in a positive direction.
Description	<p>When large numbers of people share a vision and motivated to make positive change, they feel safer to experiment, innovate and learn. References to whole-system support to enables people to take on the challenges and work cooperatively. The confidence to act with the support from others.</p> <p>Dialogue that relates to getting people back to their personal values and intrinsically motivates them to contribute to the organisation's future.</p> <p>AI claims to deliver momentum; the communication of an ideal and empowerment to act through the juxtaposition of the real (the present) with a shared vision (the future).</p>
Relates to	Destiny (Cooperrider, Whitney and Stavros, 2008); Freedom to Act with Support (Whitney and Trosten-Bloom, 2010); Freedom to Choose to Contribute (Whitney and Trosten-Bloom, 2010); Working with Self-Organising Processes (Bushe, 2011).

Inductive Coding Frame

9. Requires Time and Energy	
Definition	References to the need for time, money, or other special resources.
Description	<p>A recurring theme was the need for participants to spend more time discussing and planning change. This also includes the need to engage wider groups within the organisation and to have the Appreciative Inquiry run over a staff development day rather than through twilight sessions.</p> <p>The finite time available was a significant factor in the de-prioritisation of AI over other organisational events including; staff holidays, inspection, change in leadership.</p>
Relates to	Does not relate to current AI theory.
10. Ignores Genuine Concerns	
Definition	References to AI being seen as irrelevant, ignorant of staff concerns, or otherwise being out of touch with the active discourses within the organisation.
Description	<p>This recurring theme was related to AI processes focusing too much on an idealised future at the expense of addressing the 'real issues'.</p> <p>The dream phase in particular led to people feeling as though the AI was detached from the everyday experiences of those who work there.</p> <p>The main topic (teacher / staff well-being) quickly became irrelevant as the school underwent structural changes.</p> <p>Some participants were concerned that the wider group of participants would need AI explaining to them before they were able to engage in the outcomes.</p>
Relates to	Grant and Humphries (2006, p.404).
11. Evaluation Difficulties	
Definition	References to the need to evaluate AI outcomes (particularly in relation to staff well-being) and the difficulties this poses.
Description	<p>References to pre and post data, surveys, questionnaires, measurements of any kind.</p> <p>References to the need to measure change to embrace or justify the process. Difficulties in separating the impact of AI from extraneous variable.</p>
Relates to	Does not relate to AI theory.

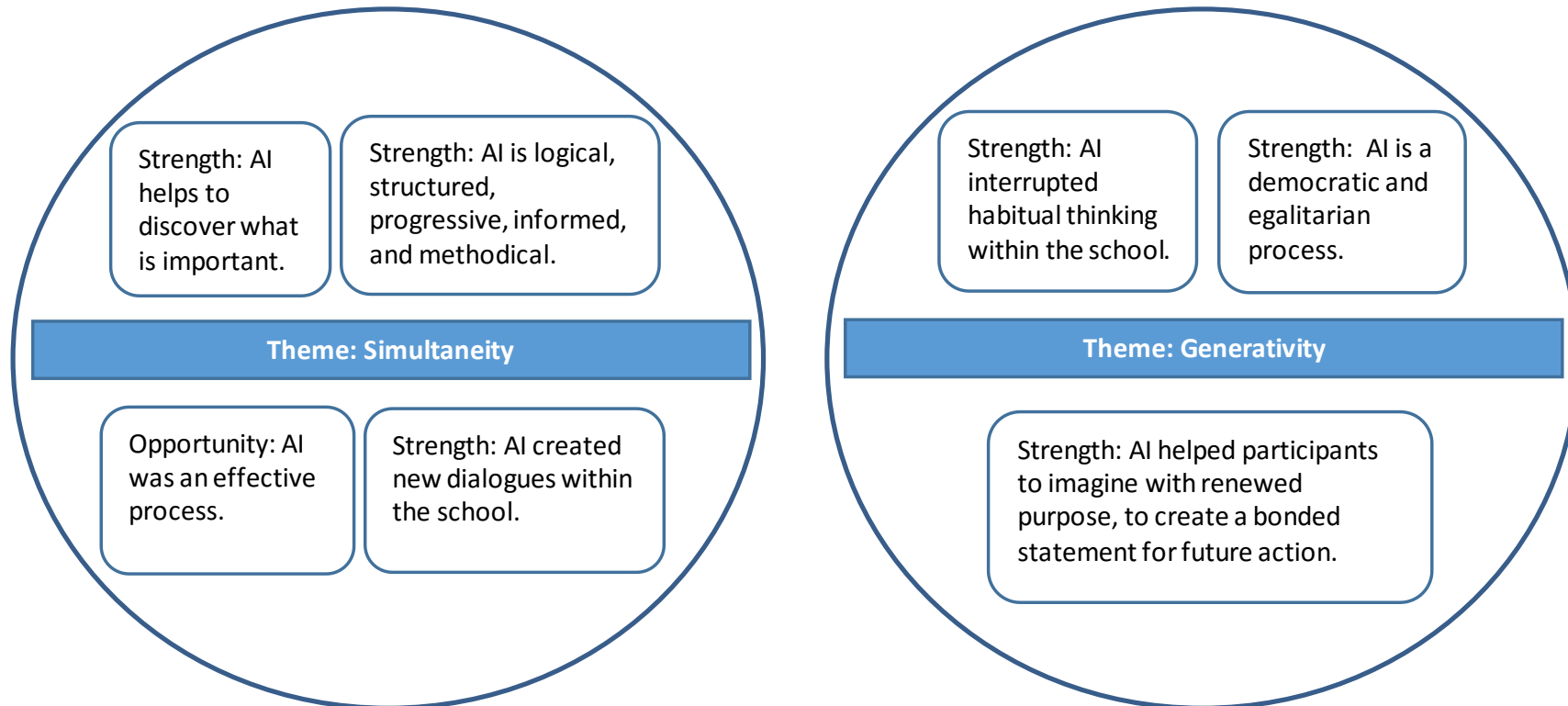
APPENDIX 14: A fifteen-point checklist of criteria for good thematic analysis (Braun and Clarke, 2006, p.96).

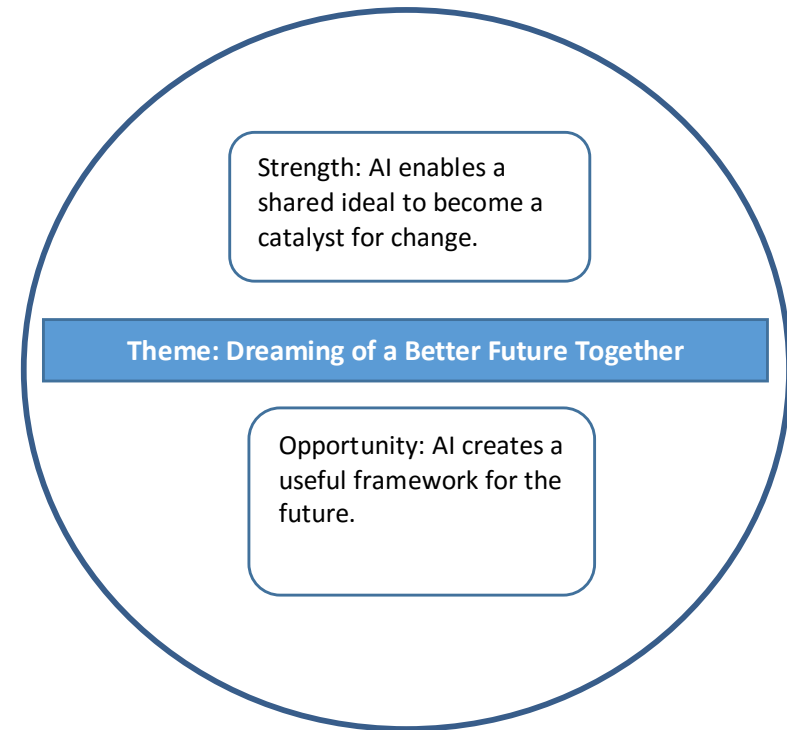
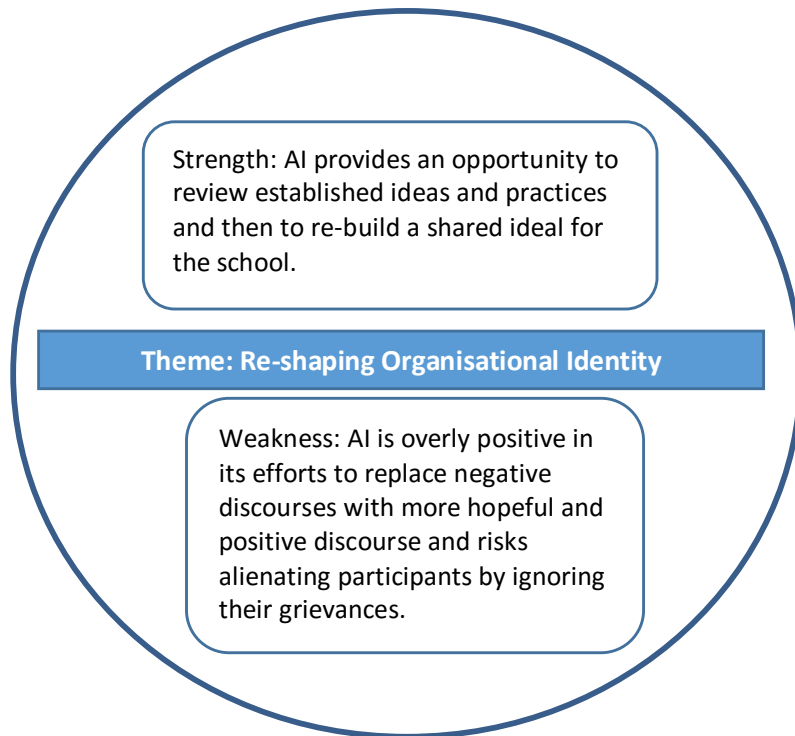
Process	#	Criteria	How it is demonstrated
Transcription	1	The data have been transcribed to an appropriate level of detail and the transcripts have been checked against the tapes for accuracy.	Interviews were transcribed and checked against the recordings. The transcription was checked again two weeks later confirm accuracy.
Coding	2	Each data item has been given equal attention in the coding process.	Each research question was considered separately, scanning throughout the entire transcript. Time for assimilation and reflection was planned for each question before attending to the next stage of analysis.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.	Every coded extract was reviewed once the coding phase was complete and multiple examples which captured the essence of codes were drawn together. Where it was not possible to include multiple examples for each code, acknowledgements provided by others were identified.
	4	All relevant extracts for each theme have been collated.	The extracts were collated during the coding phase.

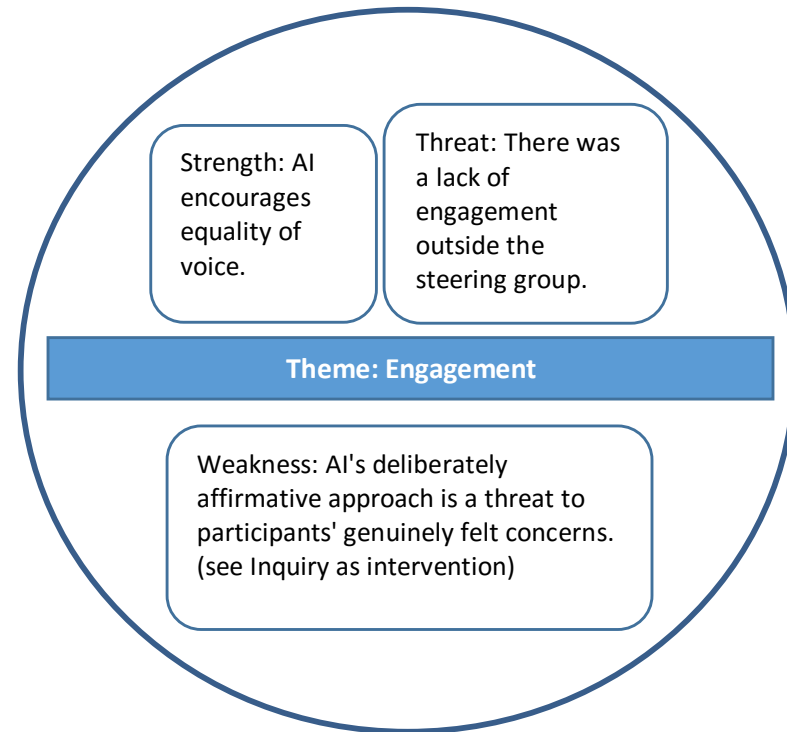
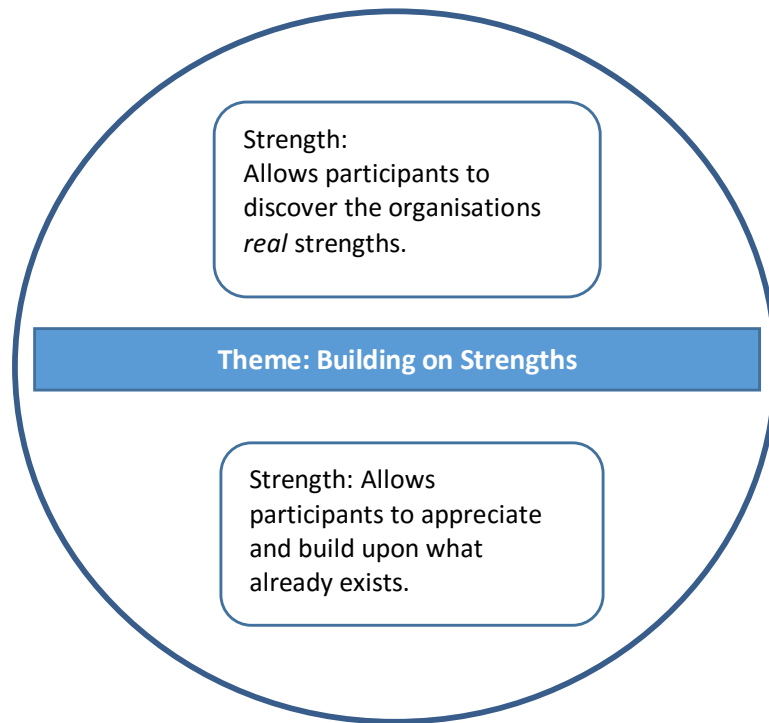
	5	Themes have been checked against each other and back to the original data set.	An iterative approach to the coding process was adopted, including several cycles of analysis involved re-checking themes against the original data set.
	6	Themes are internally coherent, consistent and distinctive.	Consistency was ensured by checking themes against the original data set.
Analysis	7	Data have been analysed – interpreted, made sense of – rather than just paraphrased or described.	An iterative approach to the coding phases helped to move beyond the descriptive to the semantic level (see Appendix 17).
	8	Analysis and data match each other – the extracts illustrate the analytic claims.	All themes, coded extracts and the original data set were reviewed to check for consistency of any analytical claims being made.
	9	Analysis tells a convincing and well-organized story about the data and topic.	See Chapter 4.
	10	A good balance between analytic narrative and illustrative extracts is provided.	See Chapter 4.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.	The data analysis process only began once a dedicated and sustained period of time was available to become immersed in the data, with opportunities to reflect after each phase in the process.

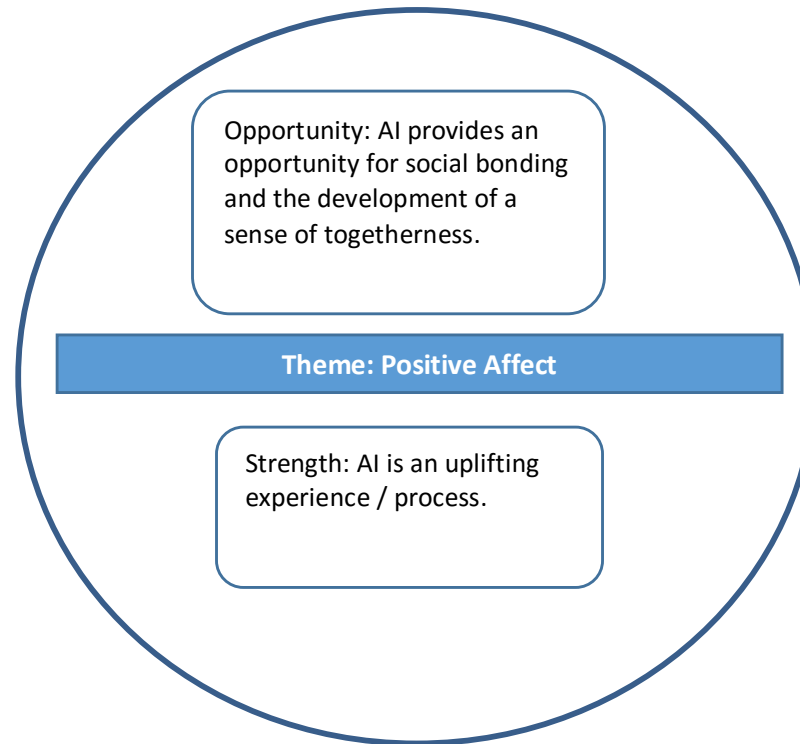
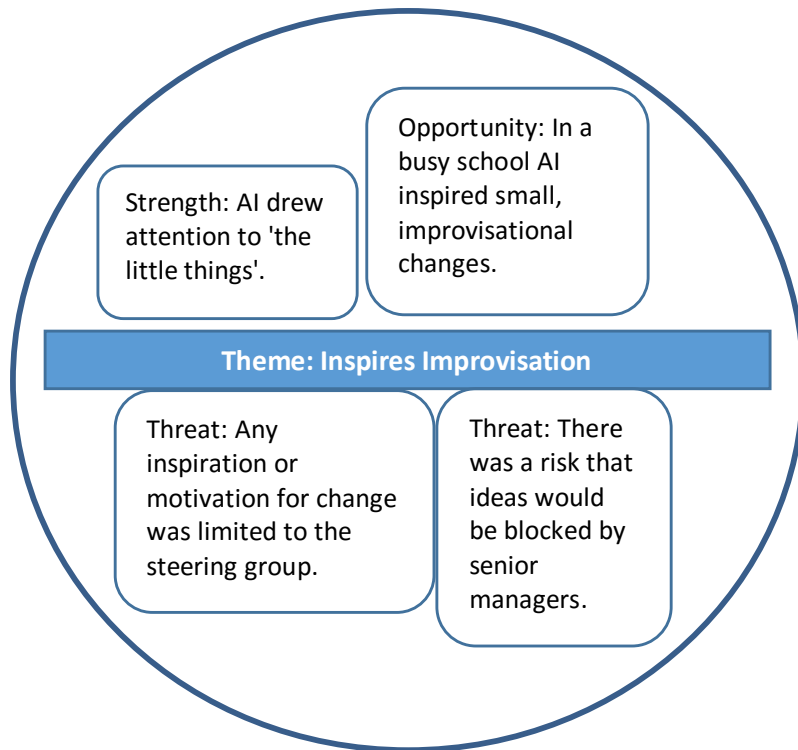
Written report	12	The assumptions about and specific approach to, thematic analysis are clearly explained.	Other researchers' use of thematic analysis were compared and methods adopted regarding the presentation and recording of reflection. Analysis began once a clear understanding of the process was established as described in Figure 3.
	13	There is a good fit between what you claim you do and what you show you have done – i.e., described method and reported analysis are consistent.	Chapter 3 was written before data was analysed to ensure explicit clarity of process. The methodology guided the data analysis process.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.	Once the methodology was decided, the entire thesis was reviewed to ensure it was nested within a Critical Realist epistemology.
	15	The researcher is positioned as 'active' in the research process; themes do not just 'emerge'.	While attempts were made to remain neutral in the interpretation of participants' responses, it was important to be acutely aware of the influence of my own views when analyzing the data. I continually reflected on this and endeavored to remain objective throughout data analysis.

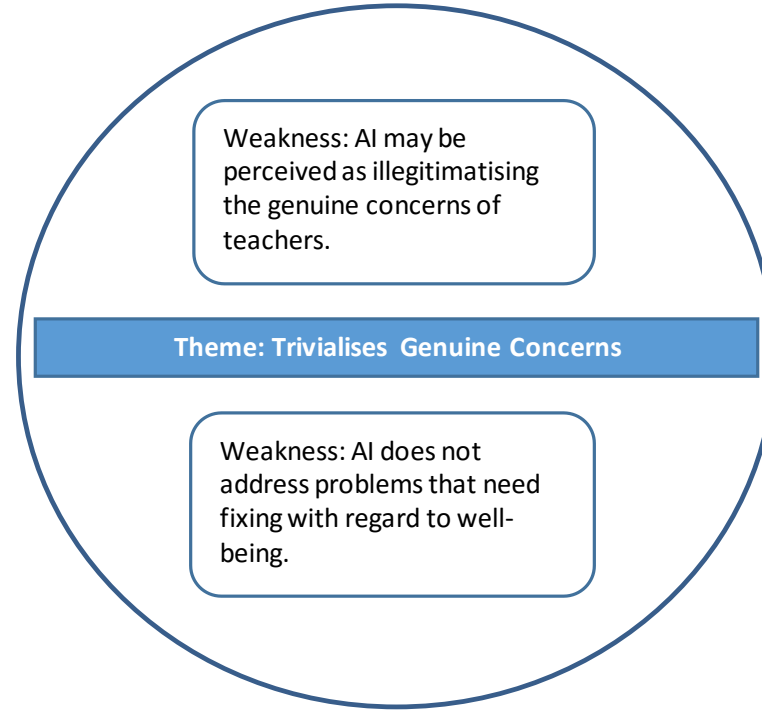
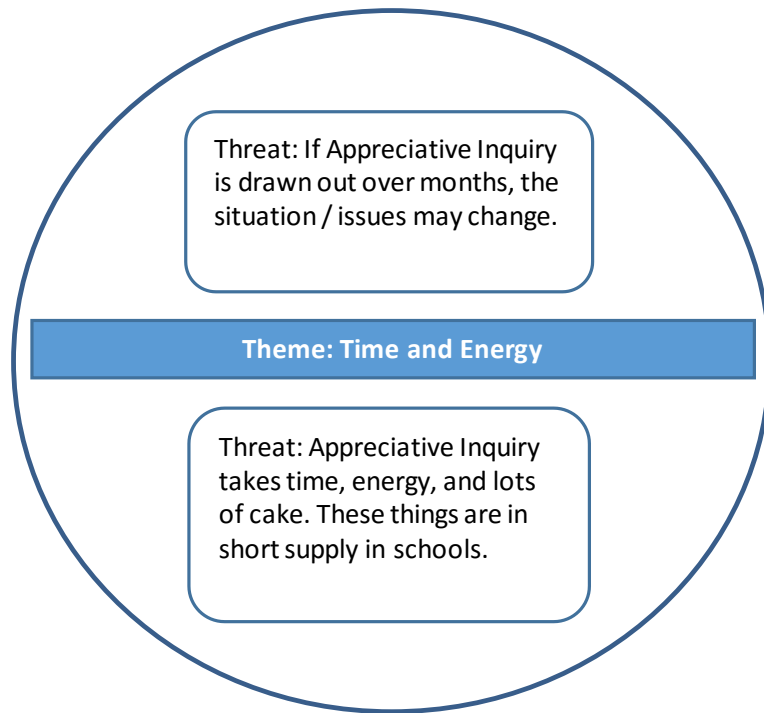
APPENDIX 15: The original presentation of the main themes

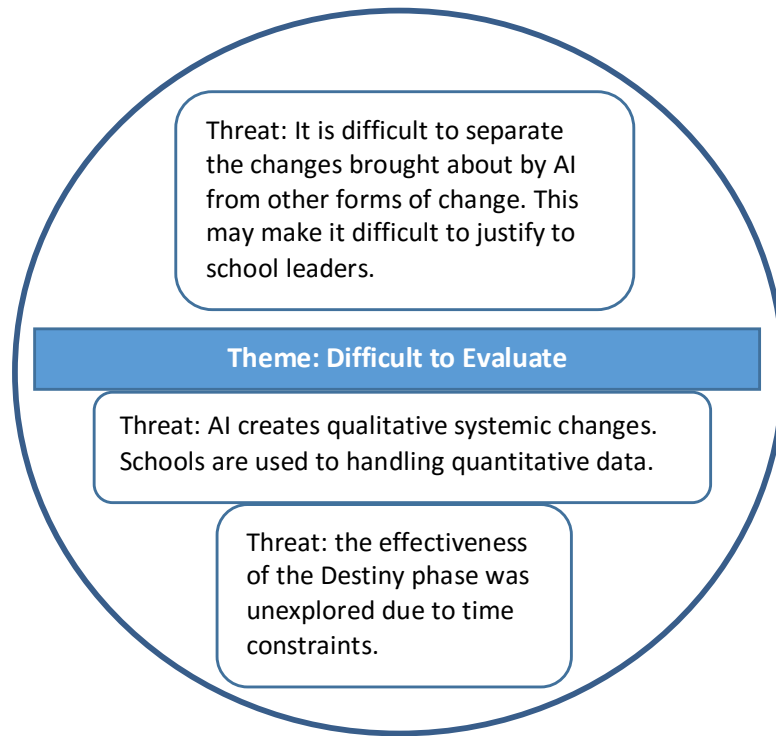




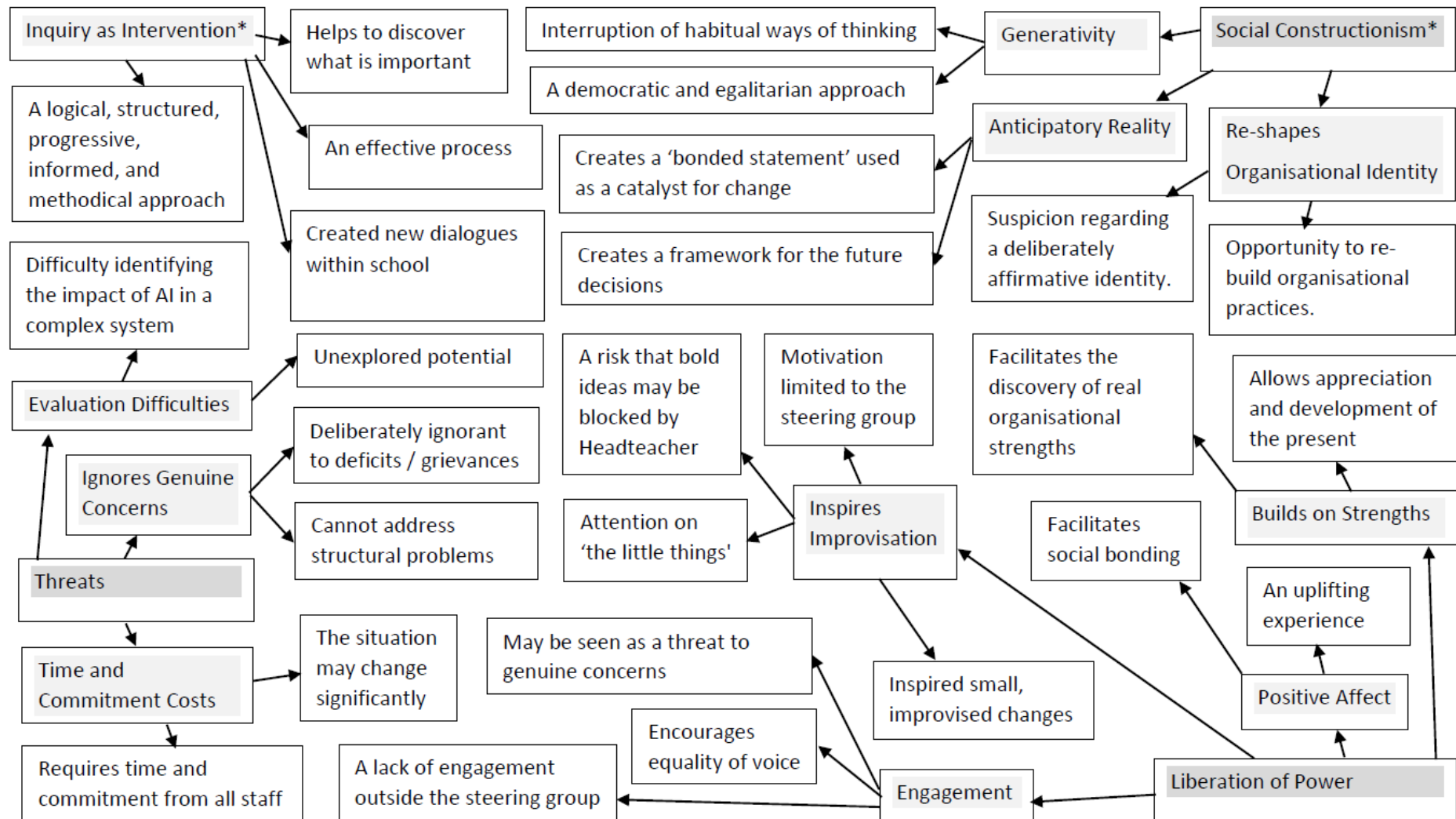








APPENDIX 16: Thematic map of research questions 1 and 2 (*Inquiry as Intervention is subordinate to Social Constructionism)



APPENDIX 17: Revised data extracts supporting identified themes

Line	Theme: Generativity
120	We [usually] just talk about school as it is today and what could we do better, but actually when you stop and have to think, 'ah OK, when was I happy?' or whatever the question was?
121	Yeah, what, what makes you happy?
122	Yeah exactly, you sort of think "OK <i>why</i> did I feel that way?" and then take it from there.
132	It was also seeing... the bad in a different way to the way you'd normally see it.
133	Yeah.
135	So we're not just... moaning about it.
136	No.
137	We're thinking 'OK, we'll learn from it.'
138	So... you see those negative situations with a positive twist... 'You <i>could</i> do <i>this</i> about it'. You're semi-offering a solution as well.
141	I think... when we do that we [usually] think about what the hurdles might be and try to overcome them, as opposed to thinking of the positives first.
142	I think whenever we've done change, or planned for change in the past_
143	We always focus on the negatives don't you?
144	Yeah exactly. As opposed to the positives.
145	Yeah.
146,	I think that sometimes [when] I've been involved in [change] previously, that is the
147	opening line that people ask you "what would you change about... the current situation, or place?" and all of a sudden... it strikes a chord with negative...
148	Because you think of what's wrong as opposed to actually what has worked in the past.
149	Yeah. And I think that what <i>this</i> did was... ask questions in a way that, yeah, you are promoting change, but you are promoting them in a different_ -
150	So it's that different perspective that helps?
151	Perspective, yeah.
161	Within the activities we did there were some great ideas that as a classroom teacher I'd use, like the voting system.
162	I really liked how you can put as many stars against something [referring to the way we prioritised the dream], you know there was little things as well that made us think [differently].
166	I think initially, because those early questions were..."Tell us about when you were confident in yourself, when you were happy."
168	One was about, if you remember was about when you were happy in work.
169	Yeah.
170	Because [NAME] gave an example didn't he?
171	Yeah.
172	When [NAME] had just said "well done" to him or something when he wasn't expecting it.
173	And they were all the small things... as opposed to the big things.

189	But as it changed how we approach things? Yeah possibly; maybe it makes us think about how we can pose questions..?
208	I think it makes you think more about the positives rather than dwelling on the negative things and <i>finding</i> positive things.
209	Mmm (in agreement)
252	I think it can take people sometimes a while to [get into it], because it is a completely different mind-set isn't it? It takes... people a while to get their head around [it] rather than being very defensive.
255	It's not the sort of thing that you would normally just jump out with...
257	I don't know. Some people possibly can think of an answer just like that, other people might have to... dig deep.
413	It's a bit like... the TLC's, Teacher Learning Communities. They are put together [into] mixed departments.
414	So that you always work with that group of people... you wouldn't typically work with... because they are not your department or your house.
415	Yeah.
416	I think there's little things like that, that we've done haven't we? In sort of forming relationships.
	[When referring to the Possibility Statements from the Design Phase]
457	So in that sense then... it... is a mission statement. So you know [that's what] you've got..., that's your 'buy in' from staff isn't it?
458, 459	[It's] your reminder... what you've agreed to, this is... your mantra, yeah your mantra is it? So if there is something that's really important you're going to do it within school [you can think] 'Does it fit within, or before I do this, will it?'
467	...It is interesting to think how you might use it then; to inform decisions, which haven't been discussed.
468	Mmm (in agreement).
469	More to do with: 'Does it tick any of these boxes in terms of what it is we are trying to achieve here... to make sure staff feel... happier?'
470	Mmm (in agreement).
513	I suppose... you've got to identify, without it being... personal, what that change is? It isn't a single person; it isn't a single person that does that. But it is... processes that can make that happen.
514	If there hadn't have been [organisational] changes_-
521	What we would have... needed at some point, possibly, is for this process to have taken place so that as a group of people we could have moved forwards.
528	I mean, we can see it because we've been focused on it, does it need to become a wider thing [across the school]?
529	Yeah it does need to become a wider thing, you need that... 'bonded statement' for people to consider what they're doing,

626	However, going back to staff forums, mean the last one we had... [a] totally different feel to the ones we['d] had before.
627	Because I think before it was a case of: 'Look right these are the problems and then the next meeting they had to come back with an answer.' where as it was an open forum. ...We had the leadership member-__
628	Mmm (in agreement).
629	__ - and we were able to discuss.
630	And also the point of the staff forum <i>really</i> should be ...a focus group. It is almost that isn't it? 'What do you think about this?' You know, its canvassing opinion on something.
667	...You had ideas anyway about what you want[ed] to do with it this year. But I wonder if these sessions help[ed] inform you about [them] again?
668	I go back to the little gestures, there have been a lot of little gestures this term from leadership and they go a long, long way.
670	Yeah, probably.
671	Was that something you were going to do anyway?
672	A bit of both really.
673	Yeah _xxx.
676	...The work for me that came out of that is even, just re-iterating what was starred there [points to design phase voting chart].
677	...What was starred there that was defiantly informed our purpose, our process going forwards.
769	...Even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds and even if they don't want to get hearts and minds if they can find easy ways to do it-__
770	If someone is telling you <i>how</i> to do it, yeah, yeah.
771	__-then, then they should be taken.
772, 774	If you don't know how to do it yourself but then you are given a list of -__ - not rules, but things.
773	Yeah.
774, 776	If we all do these ten things-__-everybody would be happy.
775	Exactly, yeah.
776	Well, you'd be a fool to ignore them wouldn't you?
783	And discovering those small things. Sometimes you don't see 'em do you until someone points them out and you think 'Oh yeah!'
	[A Winnie the Pooh analogy is given to describe difficulties that leaders can face in getting staff to engage in organisational change collectively]
835	[Appreciative Inquiry] allows us to challenge an organisation. It does control... the Tiggers, because they need it a little bit.
	Inquiry as Intervention (Formerly Simultaneity)
110	I think what you were looking at in there is the... process to be able to talk to... other colleagues about... the way in which we were _..._ set at.
111, 113	That we were... all working... in pairs with people you wouldn't normally work with and I think that... was... a barrier breaking scenario. You were able to... discuss, quite in depth,

	things with people... in a controlled environment and I think that was... what was different... for me.
114	Mmm (in agreement).
116	And it made you self-reflect, because actually, one of those early questions, wasn't that "can you think of a time when you were happiest or something like that" _ -
117	Mmm (in agreement).
118	and it _ - you never ask, you never ask _ -
119	No.
120	progressive
121	Yeah, what, what makes you happy?
122	Yeah exactly, you sort of think 'OK <i>why</i> did I feel that way?' and then take it from there.
123	And you find strength through empathy don't you?
124	Yes.
125	Through, whether it's good or bad actually.
127	If you relate to the good that empowers you, but also you relate to the bad that empowers you because [you think] 'Oh God it's not just me!'
128	Mmm (in agreement).
130	So it had that... balance then, being able to see both the good and bad?
131	Yeah, I think, I think that I got both from that, yeah.
149, 151	And I think that what this did... was ask questions in a way that, yeah you are promoting change, but you are promoting them in a different... perspective.
166	I think initially, because those early questions were about... "Tell us about when you were confident in yourself, when you were happy."
169	Yeah.
170	[NAME] gave an example didn't he?
171	Yeah.
172	When [NAME] had just said "well done" to him or something, when he wasn't expecting it.
173	And they were all the small things weren't there as opposed to the big things.
175	But I think what was interesting is that [the]... people I interviewed at the forum initially sort of, not struggled to answer the questions, but you're not expecting those sorts of questions are you?
176	Mmm (in agreement).
177	You sort of think 'ooh that's a bit different' and _ -
178	So at first the change in approach... can be a bit of a surprise and takes a bit of thinking about?
179	Yeah.
234, 235	It's useful in terms of, if as [NAME 2.] said, when you're speaking to someone who you might not necessarily speak to on a day to day basis to just ask them, you know, about the positive experiences and, you know, how they are getting on.
236, 237	I think that was particularly... nice to see that and I think it would be useful for more staff to do speak to each other... what it does do is go a long way... to giving people a voice. Which I think is, in that world of organisational change, what... we're setting out to do.
238	It was to make sure that people were heard and were listened to and I felt that was something that came out.

239	Mmm (in agreement).
240	Even if it's just for, you know, a few minutes.
241	In itself it had value, that you got an opportunity to talk to somebody you didn't know?
242, 242	Yeah and also... share those... <i>experiences</i> and that <i>positivity</i> . But, yeah just the... outwardly just being sociable with someone, that actually you might not speak to in a positive manner as well.
247, 248	...the interview questions, you know, went through when was a particular time when you had a very confident moment, or... just positive experiences that each member of staff had had... throughout their time here.
249	And it was... some things as we mentioned earlier, were really small things. But then some were... larger things that, you know, affected them a lot more.
250	So it was nice to look at those different things and just have that, you know, contact time with someone... from another department and someone you don't speak to regularly... just see how they're getting on.
258	And we found the answers came from, they came from conversations...
259, 260	...I know that when I was interviewing people outside of the group... They did sort of freeze and sort of think "Oh God, that's a bit of a funny question."
263	But... from the positive, upside of this is: it <i>does</i> take you out of your comfort zone when you're asking questions_ -
264	_ -in a good way.
267	_ -because of the nature of the questions it sort of scaffolds you as well, so you are out of it asking, but there's, there's a, a sort of structure_ -
268	Mmm [in agreement].
269	Yeah.
270	_ -that... you can talk within, so it might be a little bit nervous of asking those, of asking the questions
271	Yeah.
272	_ -...and nervous of answering them... especially if... you're just going up to them and, you know, not meeting them for the <i>first time</i> _ -
273	Yeah.
274	Yeah.
275	_ -but putting them in that situation [for the first time], so it does... take you along that route. But I think it's the, that's the_ -
276	Strength, yeah.
277	_ -the positive as well, that's the real strength in it, is that_ -
278	Yeah.
279	_ -it although you are out of your comfort zone it does have that scaffold as well.
280, 281	That's interesting, yeah. Because although typically we would expect to build a_ - I suppose expect to build a rapport and then maybe drop [them] into conversation...and then only if you knew somebody would you ask the deeply personal questions and yet the interview gave you almost a reason_ -
282	Mmm [in agreement].
283	Oh yeah, we would have never [ordinarily] discussed when we felt happiest in school or something.
286	Yeah.
605	People were interested in <i>why</i> we were asking them questions_ -

606	And they liked that.
607	_ -certainly... some of them liked that... But then it [then] became insular, you know? ...We drew it into this arena and that's... probably where it stopped.
643	I think it can lead future forums a little bit in the sense that, again it is about how you sell it...but I think having a little time for a bit of positivity and sharing, particularly the idea of sharing ideas.
644	So, part of the agenda of the forum was: 'We [are] literally going to spend five minutes and you're just going to talk to someone who is not in your department' - _
645	Of something that has worked well this week or something?
646	_ - of some ideas where you both think, "Actually, yeah, we both think that's a good idea...", rather than... a bit of a Q and A thing.
647	That's how... the teacher learning community started didn't it? We've only done one, but we all had to share our good practice.
648	What was the focus of the last one?
650	It started with a little idea of what you'd do in lessons.
654	But it was, it was something positive, we all share a positive idea.
661	...Do you think it is still really, mostly informed by the decision holders in the end?
662	[Decisions are] a lot more two-way now I'd say...
685	Yeah so we did make_ - you were more available yeah.
715	Of course [AI] is good because it is positive isn't it?
716	It is trying to put a positive spin on things.
721	[There is now]... a sense of coaching people, getting alongside people, well then yeah, I've seen, you know, from a personal perspective I can [see changes].
	[Participants reflect on the strengths of Appreciative Inquiry]
783	And discovering those small things. Sometimes you don't see 'em do you until someone points them out and you think "oh yeah".
784	I think that it's a logical process.
785	Mmm (in agreement).
786	Thorough.
	[Participants reflect on the limitations of Appreciative Inquiry]
795	This is based on volunteers. I'd be interested... [to see what might happen] if it [was] a whole organisation thing.
799, 801	Some might be cynical, might see it as bit Americanistic, if that's a word?
802	But the point was made by [4. NAME] that, that is it too positive?
803	Yeah, does it put people off?
813	Yeah. You do need to have, have a good clear understanding about what it is that is being delivered and to make sure it gets to the right people.
814	Which is a lot of pre-work, maybe that wasn't done...?

818	But actually what this did was make you stop and think and discover different opinions and thoughts and then put in the Dream and then put in the plan.
819	So I suppose it... slows you down and makes you do it thoroughly and methodically, as opposed to just thinking "oh God, we've got an issues here, what are we going to do?"
820	Yeah, it does balance things out doesn't it?
821	Yeah.
	Theme: Reshaping Organisational Identity (Formerly Discourse and Narrative)
116	And it made you self-reflect, because actually, one of those early questions, wasn't that "can you think of a time when you were happiest or something like that" _-
117	Mmm (in agreement).
118, 120	_and... you never ask each other that do we? We just talk about school as it is today and what could we do better, but actually when you stop and have to think, 'ah OK when was I happy?' or whatever the question was?
119	No.
121	Yeah, what, what makes you happy?
122	Yeah exactly, you sort of think, 'OK <i>why</i> did I feel that way' and then take it from there so.
152	I always remember doing a lesson years ago with kids in the library and the kids, the year sevens had to come up with rules for the library and you said you're not allowed to use the words 'do not'.
153	Yeah.
154	The kids had to then _-
155	Put it another way _-
156	Instead of putting 'Do not bring food in the library' they had to say 'Please eat your food elsewhere' or something like that.
157	Eat outside' or something.
158	It's very similar isn't it.
160	How to think positively about something like... as opposed to how to think negatively.
166	I think initially, because those early questions were about... 'Tell us about when you were confident in yourself, when you were happy.'
168	One was about, if you remember was about when you were happy in work.
169	Yeah.
170	Because [NAME] gave an example didn't he?
171	Yeah.
172	When [NAME] had just said 'Well done' to him or something when he wasn't expecting it.
173	And they were all the small things weren't there as opposed to the big things.
175	But I think what was interesting is that [the] people I interviewed at the forum initially sort of, not struggled to answer the questions, but you're not expecting those sorts of questions are you?
176	Mmm (in agreement).
177	You sort of think, 'Oh that's a bit different.'
178	So... at first the change in approach is, can be a bit of a surprise and takes a bit of thinking about?
179	Yeah.
181	Because we don't usually ask that.
182	No.

183	Usually, 'What's wrong?'
252	...It is a completely different mind-set isn't it? It takes possibly people a while to get their head around, rather than being very defensive.
253	You know they probably needed a little more thought time...-__
254	Mmm (in agreement)
255	__it's not the sort of thing that you would normally just jump out with-__
263	...From the positive, upside of this is, it <i>does</i> take you out of your comfort zone when you're asking questions__ -
264	__-in a good way.
267	__-because of the nature of the questions it sort of scaffolds you as well, so you are out of it asking, but there's... a sort of structure-__
268	Mmm [in agreement].
269	Yeah.
270	__-that... you can talk within so [you] might be a little bit nervous of asking those, of asking the questions-__
271	Yeah.
272	__-...and nervous of answering them in a... way, especially if... you're just going up to them and, you know, not meeting them for the <i>first</i> time-__
273	Yeah.
274	Yeah.
275	__-but putting them in that situation, so it does, it does take you, take you along that route. But I think... that's the-__
276	Strength, yeah.
277	__-the positive as well, that's the real strength in it, is that__ -
278	Yeah.
279	__-although you are out of your comfort zone, it does have that scaffold as well.
282	Mmm [in agreement].
283	Oh yeah, we would have never discussed when we felt happiest in school or something.
286	Yeah.
	[When referring to the Possibility Statements]
461	__ - those statements have got... real power, because it is asking questions of people, asking questions of people to say-__
463	I'm not going to take in [to account] an appreciation of staff', then I've got to be considering what I'm doing...-__
464	Yeah.
465	__-...that's how I would see that element of it working.
467	There's probably a lot, that probably fits with what the purpose of it is and it is interesting to think how you might use it then; to inform decisions, which haven't been discussed.
468	Mmm (in agreement).
469	More to do with 'Does it tick any of these boxes in terms of what it is we are trying to achieve here... to make sure staff feel, feel like, happier?'
470	Mmm (in agreement).
511	...I'd have said last Friday we did all celebrate a very difficult week and I don't think we would have done that previously.

512	Yet, because things are different in school, I think people were happy to celebrate that week and also to focus on the future and to want to make a real difference...
513	I suppose yeah you've got to identify, without it being personal, what that change is? It isn't a single person; it isn't a single person that does that. But its, its processes that can make that happen.
518	I don't think, I don't think there would have been as many people there if -...- I'd hate to think what would have come out if we'd stayed as we were.
521	...What we would have needed at some point possibly is for this process to have taken place so that as a group of people we could have moved forwards.
550	I wonder if it had been different because everything we did had a positive spin on it, didn't it? And I think there might have been more engagement if people were allowed to be negative if that makes sense?
551	Mmm (in agreement).
552	Because people are really happy to moan aren't they?
560	_...if staff forum was where you can only say positive things-_
561	Oh God!
562	Yeah.
564	Yeah.
565, 568, 570	I'm going to sort of defend the moaners now-_ _- because I sometimes think you need to-_ _- be very clear about the negative in order to identify the positive.
569	Yeah.
570, 571	So, you know, I mean, we did talk about positivity and caring, but the negative [that] has come up in this interview now was email, [that] was identified as a negative.
571	...If someone had just said "I want people to talk more", but not actually said_-
572	It's nice of people to come and sit face to face?
573	_-'We're getting thousands of emails, I'm getting swamped.' So we did get the negativity in anyway didn't we?
574	No, I know.
576	But it's more positive than just that.
577	I agree I think it is, it is that crucial line isn't it, that and sometimes it's just empowering to just vent your spleen sometimes...
578	But it is that crucial bit that afterwards you say "OK, what do I want, If I was running things what would I do?" and sharing those ideas and then somewhere people getting a communal idea of, 'Yeah actually we can all get behind this.'
579	You're right though because say there was a big organisational change and we said 'If anyone wants to be involved in it, we going to use Appreciative Inquiry so we are all going to celebrate good points' people will be like 'oh, what's the point?'
580	I think people will say, 'What's the point if I can't go along and criticise an idea?' I think... you're right, I think that even though the process is good, I think it probably might put volunteers off.
582	OK thinking about levels of engagement, those people don't have much faith and might not choose to engage because they... want to have a bit of a moan.
583	They want say what's not working, they don't want to come along and say what is working. Because that's, because it is that less effective?

584	And I... think it would not... just be ineffective, I think it would be counter-productive, because people would form a cynical view then about the purpose of the activity.
585	Mmm (in agreement).
586	...It could be argued that, you know, people <i>could</i> say 'well actually the only reason you're doing this is because now you are going go and share that information with someone and say how brilliant and happy everybody is because you are only focusing on the positives.'
587	...Even though we recognise the exercise for what it is.
626	However, going back to staff forums, mean the last one we had was totally different feel to the ones we had before.
627, 629	Because I think before it was a case of 'Look right these are the problems' and then the next meeting they had to come back with an answer... It was an open forum within, we had the leadership member - __ - and we were able to discuss.
628	Mmm (in agreement).
630	The point of the staff forum <i>really</i> should be 'We have ideas... A focus group... What do you think about this?' You know? Its canvassing opinion on something.
	[A Winnie the Pooh analogy is given to describe difficulties that leaders can face in getting staff to engage in organisational change collectively]
835	It is what allows us to challenge an organisation. It does... control the Tiggers, because they need it a little bit.
	Theme: Anticipatory Reality (Formerly Collective Dreaming)
138	...you see those negative situations with a positive twist is in the context of, 'you <i>could</i> do this about it', you're... sort of semi-offering a solution as well.
318	Again I know that we say that we were volunteering to be part of a group, but what's surprised me was a sense that although we were working in small groups, that when we came back we actually all had a common_ -
319	Common themes.
320	_ - themes that came through.
321	Mmm (in agreement)
326	_ - and then I glance over there and I can see "no email" written on there so... it's interesting to see that even independently... we found that we shared some <i>goals</i> I suppose.
368	It shows that we've all got the <i>same</i> dream.
369	_ - yeah, you know they were you've all got that-__
370	We all want the same thing.
371	Yeah.
372	So that was a useful exercise. I think, but I think that it's more about "OK what are we actually going to do?"
393	OK did _er, was that, do you remember having those meetings where we were sort of thinking about <i>what</i> needed to change?
396	Well it gives you a much clearer picture of what you need to do, doesn't it? And that was linked in, sorry, that was linked in with the map, the big picture on the wall that you did?

397	And I think... that <i>then</i> starts to give it something to hang our hats on. ...once you're at that stage you can be saying... 'well this is going to happen in that point, this is going to happen in this point'
398	Mmm (in agreement).
399	_ - and, you know, you've got action points going forward, which [is what] I think would seem to be coming out of that.
402	Does that phase give you something to evaluate it back against? Is that what the purpose of that is about?
404	[A] framework.
457	So in that sense then... it is a mission statement. So you know you've got, you've got to get, that's your 'buy in' from staff isn't it?
458, 459	Your reminder, your, you know what you've agreed to. This is... your mantra, yeah your mantra is it and so if there is something that's really important you're going to do it within school 'Does it fit within, or before I do this, will it?'
460	How does it work towards?
461, 463	_ -... that statement then has real power, because it is asking questions of people, asking questions to people to say 'I'm not going to take in an appreciation of staff', then I've got to be considering what I'm doing. So then I, I've got that side to it.
464	Yeah.
465	Does it, you know that, that's how I would see that element of it working.
467	There's probably a lot, that probably fits with what the purpose of it is and it is interesting to think how you might use it then to inform decisions, which haven't been discussed.
468	Mmm (in agreement).
469	More to do with 'Does it tick any of these boxes in terms of what it is we are trying to achieve here, to, to make sure staff feel, feel like, happier?'
470	Mmm (in agreement).
476	I think that is what I was saying earlier, that, to me, would be the most useful bit, because once you've actually said, 'Right OK we're doing this, we're doing this', then it becomes real.
479	OK these are the, not the rules, but these are things about emails and stuff that we're bringing in.
512	Yet, because things are different in school, I think people were happy to celebrate that week and also to focus on the future and to want to make a real difference...
529, 530	Yeah it does need to become a wider thing. You need that... bonded statement, for people to consider what they're doing. So that in the heat of battle, when things aren't... as glowing and as bright as they are at times... you can remember that actually, we need to be doing <i>this</i> .
533	And that's what we need. You know?
676	And I think that was... probably the work... that came out of that, it's even just re-iterating what was starred there [points to design phase voting chart].
677	Yeah. What was starred there that was defiantly informed our purpose, our process going forwards.

725	Without too many barriers and people and people causing issues because they've collectively, they've got into it, that we are still focused on the principles... that we agreed.
	Theme: Positive Affect
127	If you relate to the good that empowers you, but also you relate to the bad that empowers you because [you think] 'Oh God it's not just me!'
225	But as a starting model_ -
227	_ - for developing our ideas I think, you know it's probably been one of the_ -
228	Better ones?
229	_er yeah, I don't, for want of a bett_ - awful word it's the <i>nicest</i> , it's the <i>calmest</i> , sort of <i>interactive</i> approach that_er I've seen...
236	I think that was particularly, you know, nice to see that and I think it would be useful for more staff to do speak to each other.
248	...just positive experiences that each member of staff had... throughout their time here.
250	So it was nice to look at those different things and just have that, you know, contact time with someone... from another department and someone you don't speak to regularly... just see how they're getting on.
287	What was also good about it was that they were feel-good questions.
288	Mmm (in agreement).
289	So you got a sense that you were <i>going</i> to get something positive back and when you asked something, just speaking from a personal perspective.
289, 290, 292	I was quite happy that there was a feel-good, I wouldn't say it was a serotonin rush, but... there was something there... I'd be more than happy to answer that because I could relate to a situation or time.
293	Yeah, the whole process was <i>uplifting</i> wasn't it...
294	It was interesting that in the instance you had to shut us up!
305	You think 'Oh I've got to go', but afterwards you feel much better for it.
322	I'm just smiling now because I'm looking at one that just reminded me, I think "what the hell was that about?" then I remembered.
330	That feel good factor we were looking for anything to_xxx [keep it].
416	...there's little things like, that that we've done haven't we, in sort of forming relationships?
522	And still with a feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes us all, what makes it a good place.
531	There is almost more pressure, on the current heads, to maintain positivity isn't there?
532	Yes.
535	And what are the little things and I think it probably is that, it's the little things that make people happy, you know?

605	People were interested in why we were asking them questions_-
606	And they liked that.
607	_-certainly and... some of them liked that, that side of it. But then it, I guess it became insular, you know, you drew, we drew it into this arena and that's properly where, probably where it stopped.
681	It wasn't about buying hearts and minds it was about the relationship wasn't it?
682	No, it was... little phrases I, you know, share on duty with [NAME], you know, 'coach don't criticise'...
684	Now some staff might think we should be on duty every day, but actually that was more of an opportunity for us, I go to the staff room some days, or, you know people, it meant we're not always_-
686	It meant you could get alongside people and make the effort to get alongside people.
687	Yeah.
688	But we always knew that to turn school around that, it is about working with staff, not directing staff.
689	I think so, [9. NAME] said it in briefing on Monday didn't he, his main goal was to get as many people at the staff Christmas DO [Day Out] as possible because we haven't had Christmas or summer DO [Day Out] for a long, long time.
693	_- yeah, so it's not just the case of 'you do this', its well, 'I've got to do the same thing', you know?
699	The first time he joins the team he pulls his Achilles tendon. But that was [NAME] point in doing it, he wanted to go out and_-
700	That's right yes.
701	_- but it, but it wasn't fake, it wasn't forced_-
702	No.
703	_- we genuinely do, you know, I enjoy coming to the school. I see it as spending time with people I enjoy spending time with, so why wouldn't I want to do that?
704	Because we're in this together, we are asking to do this, but we are doing the same thing you know?
705	I actually think, you know, people have said 'Did inspection come at the wrong time?', I actually think it came at the <i>best</i> time, because I think it even helped us even more to come together with staff. You know?
706	It was quite an anomaly, when faced with difficult news, that staff applauded for a very long time.
707	Aww, aww.
708	And I think... part of it, you know, a lot of it, was obviously supporting [9. NAME], but I think there was an element of supporting each other in that as well.
709	Yeah and general happiness that we did it, we got through it and carry on.
710	We move on.
711	Yeah.
720, 721	Yeah. If, if you've got, if I just take a personal example from the work that I did, I set out to make sure that... in everything I did there was a sense of togetherness... a sense of coaching people, getting alongside people, well then yeah, I've seen, you know, from a personal perspective I can.

722	What I would say, regardless of, of, _er environment, or, or occasion or what is going on within that time. I think the process does give, give you a mode by which you can engage everybody.
723	And... I think that is a really important aspect, probably the most important aspect, because it, when, when everybody is engaged... you've then got a chance to get over those really tough times.
724	And nobody's saying that the... the next year to eighteen months isn't going to be tough, but if everybody is engaged, everybody is trusting then you know that you're going to get over those times.
755	Yeah I think the difference this year is that staff feel supported, that is the biggest thing isn't it? It is feeling supported and trusted and valued.
769	[8. NAME] did make a good point there, that even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds and even if they don't want to get hearts and minds if they can find easy ways to do it-__
	[Participants reflect on the strengths of Appreciative Inquiry]
781	Team bonding, it's fun.
	Builds on Strength
103	I thought it was positive. It was a _er different way to look at it. Typically, in schools people look at the negatives first don't we and then work out solutions on the back of them.
104	Yeah.
105	So I think to look at positives and how to build on them, I thought it was _er useful wasn't it?
106	Mmm (in agreement).
107	It was useful in that sense.
141, 142	...we [usually] think about what the hurdles might be and try to overcome them, as opposed to thinking of the positives first... I don't know I think whenever we've done change, or planned for change [in that way] in the past.
143	We always focus on the negatives don't you?
144	Yeah exactly. As opposed to the positives.
145	Yeah.
148	Because you think of what's wrong as opposed to actually what has worked in the past.
208	I think it makes you think more about the positives rather than dwelling on the negative things and <i>finding</i> positive things_er.
209	Mmm (in agreement).
329	I suppose to some degree next year this is what we're do in the leadership team aren't we? Looking at actually what worked last week, because of our visitors [so] that we can, you know, continue with...
365	...because is it [7. NAME] [who] alluded to the fact that those, the elements of the dream were brought back from a sort of separate group that actually had <i>real</i> links in them?

493	...what we <i>could</i> do is look at actually what people are now doing compared to previous actions and they would all feed into these sorts of things...
524, 526	You're right, it's looking at what is happening now and appreciating those things -_- that maintain it.
525, 527	Appreciating yeah -_- appreciating it now, that's the word.
645	Of something that has worked well this week or something.
646	...some ideas where you both think, 'actually, yeah, we both think that's a good idea...', rather than... a bit of a Q and A...
647	That's how last... teacher learning community started didn't it? We've only done one, but we all had to share our good practice.
650	It started with a little idea of what you'd do in lessons.
682	...it was little phrase, little phrases I, you know, share on duty with [NAME], you know, 'coach don't criticise' and those were the, you know so, you know those were the things that [changed].
	Theme: Engagement
123	And you find strength through empathy [with others] don't you?
124	Yes.
125	Whether it's good or bad actually.
138	...you see those negative situations with a positive twist is in the context of, 'you <i>could</i> do this about it', you're offering_- sort of semi-offering a solution as well.
163	What about people who weren't directly involved? Did they... have any idea about what was going on?
164	We interviewed them at the forum, the staff forum.
165	Yeah.
225, 227	But as a starting model -_- for developing our ideas... it's probably been one of the_-
228	Better ones?
229	_- yeah, ... it's the <i>niciest</i> , it's the <i>calmest</i> , sort of <i>interactive</i> approach that_er I've seen...
294	It was interesting that in the instance you had to shut us up!
298	...the point being was that we could have carried on.
299	Yeah.
528	I mean, we can see it because we've been focused on it, does it need to become a wider thing?
534	It is hard, because you think, OK people are on board, can't afford to lose them so it is about reflecting on what do we all do now?
536	Mmm (in agreement).
545	So what about levels of engagement? ...Did it do that?

546, 548	It is important because it shows everybody has got an equal voice doesn't it? ...Everybody has a chance to say what they really feel regardless of your role within the school.
549	Those people not normally involved in organisational change, ...did you feel engaged in the process?
550	I think so. I wonder if it had been different because everything we did had a positive spin on it, didn't it? And I think there might have been more engagement if people were allowed to be negative if that makes sense?
551	Mmm (in agreement).
552	Because people are really happy to moan aren't they?
557	_ - in the early staff forum, you would say in the early staff forums there was big numbers in the early staff forums. Because people saw that as an opportunity to come along and say as a collective_ -
558	Have a collective moan yeah.
559	Yeah.
560	_ - but if you, if staff forum was where you can only say positive things, you_ -
561	Oh God!
563	Yeah.
564	That's interesting. So was that disabling in a way? Does that reduce levels of engagement? The, the approach uses a deliberate affirmative approach.
565	Yeah.
578	...it is that crucial bit that afterwards. You say 'OK, what do I want, If I was running things what would I do?' and sharing those ideas and then somewhere people getting a communal idea of, 'Yeah actually we can all get behind this.'
579	You're right though because say there was a big organisational change and we said 'If anyone wants to be involved in it, we going to use Appreciative Inquiry so we are all going to celebrate good points' people will be like 'Oh, what's the point?'
580	I think people will say, 'What's the point if I can't go along and criticise an idea?' I think, you, you're right, I think that's, even though the process is good, I think it probably might put volunteers off.
582, 583	Thinking about levels of engagement, those people don't have much faith and might not choose to engage because they... want to have a bit of moan. They want say what's not working, they don't want to come along and say what is working.
584	I think it would not... just be ineffective, I think it would be counter-productive. Because people would form a cynical view then about the purpose of the activity-_
585	Mmm (in agreement).
586, 587	_ - ...people <i>could</i> say 'well actually the only reason you're doing this is because now you are going go and share that information with someone and say how brilliant and happy everybody is because you are only focusing on the positives.'
587	...even though we recognise the exercise for what it is.
588	Your hardest obstacle [is] to actually convince people that... this project... isn't_ -
589	It's actually understanding the process.
590	_ - it isn't about trying to sell a brand or something-_
591	Yeah.
592	_ - you know and get [the point] across yeah?
602	Did it have that engagement?

603, 605	No, I think would be the simplest answer would be, I think the simplest answer to that. I think I qualify, I qualify with ...people were interested in why we were asking them questions_ -
604	Apart from within our team yeah?
606	And they liked that.
607	_ -... some of them liked that, that side of it. But then it, I guess it became insular, you know, you drew, we drew it into this arena and that's probably where, probably where it stopped.
614, 615	...I guess it does prove that when you are looking at organisational change, you know, it empowered us and engaged us to a point so therefore does it make a difference how big you make the group?
615	So if you got that group working at, on a training day for example with two hundred staff, does that have the same effect as working with, with eight?
616	And if well-being hadn't improved for other reasons, if we still had the old head, would more people have wanted to get on board because they knew this group was going to make a difference?
626	However, going back to staff forums, mean the last one we had was totally different feel to the ones we had before.
627, 629	Because I think before it was a case of 'Look right these are the problems and then the next meeting they had to come back with an answer.' Whereas it was an open forum within, we had the leadership member - _ -and we were able to discuss.
628	Mmm (in agreement).
630	And also the point of the staff forum <i>really</i> should be ...a focus group... 'What do you think about this?' You know, its canvassing opinion on something.
637	You know I would come back to what, what I said five minutes ago, is, if it's worked well with us, what size group can you make it work with?
638	And if you can make it work with a hundred and fifty, then, then you're on to a, you're on to a winner if there is a process by which you can make that work.
643	I think it can lead future forums a little bit in the sense that, again it is about how you sell it, but... having a little time for a bit of positivity and sharing, particularly the idea of sharing ideas.
644, 645	So, part of the agenda of the forum was we literally going to spend five minutes and you're just going to talk to someone who is not in your department [about] something that has worked well this week or something.
646	Of some ideas where you both think, 'actually, yeah, we both think that's a good idea, bring it to', rather than, as you say, 'it is a bit of a Q and A thing.'
647	That's how the... teacher learning community started didn't it? We've only done one, but we all had to share our good practice.
650	It started with a little idea of what you'd do in lessons.
654	But it was, it was something positive, we all share a positive idea.
661	...do you think it is still really, mostly informed by the decision holders in the end?
662	It is a lot more two way now I'd say...

675	...where it helped, certainly me, going forward is the, this term, if we did nothing else we won hearts and minds.
722	...what I would say, regardless of... environment... or occasion, or what is going on within that time, I think the process does... give you a mode by which you can engage everybody.
723	And... I think that is a really important aspect, probably <i>the</i> most important aspect. Because... when everybody is engaged... you've then got a chance to get over those really tough times.
724	And nobody's saying that the next, you know for us the use the next year to eighteen months isn't going to be tough, but if everybody is engaged, everybody is trusting, then you know that you're going to get over those times without too many barriers and people causing issues.
725	...because they've collectively, they've got into it, that we are still focused on the principles that we, that we agreed.
769	[8. NAME] did make a good point there, that even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds and even if they don't want to get hearts and minds if they can find easy ways to do it_-
770	If someone is telling you <i>how</i> to do it, yeah, yeah.
771	_ - then, then they should be taken.
772, 774, 776	If you don't know how to do it yourself but then you are given a list of -_- not rules, but things. If we all do these ten things -_- everybody would be happy. Well, you'd be a fool to ignore them wouldn't you?
773	Yeah.
775	Exactly, yeah.
779	So engagement is a positive isn't it?
780	Yep.
795	And also this is based on volunteers. I'd be interested, like you said about if it's a whole organisation thing.
807, 808	We funnily enough I was just going to say, if you take this to other schools I think, unless you can get it endorsed by the people who can make the decisions, not necessarily say well we will agree with everything that this comes up with but, but unless they show willingness to listen to whatever is discussed then it's, it's futile.
808	Because actually it leads to deeper frustration, because you'll have all these staff saying "well we want to do this!"
809	And "we all think this is a brilliant idea!" but then somebody says "well I don't"_-
810	You stick at the Dream phase don't you?
811	Yeah.
812	Yeah, you stay in the Dream. There, there's nothing more frustrating than being stuck in the Dream is there?
Theme: Inspires Improvisation	
190	Are you more aware on the leadership team how the littlest, how the littlest gesture can go a really long way?
191	Mmm (in agreement)
192	Yeah.
193	Cos we are getting a lot of little gestures now.

194	Well, it's exactly that [6. NAME], it's a bit like_-
195, 197	And it has gone -_- a really long way since then.
196	Yeah.
198, 200	And I think that's the important thing. It's not the big things, but you can actually do smaller things that change, like the names on the pigeon holes was a brilliant one -_- you learn people's names as opposed to their initial.
199	Mmm (in agreement).
201	I know [that]... [NAME A.] well-being _er her fitness [sessions] came from it, [NAME B.] choir came from it.
202	So actually it's, it's been lovely little things that have raised_... improved well-being in school without having to make massive structural changes.
203	Yeah.
204	Which have also happened outside [of the steering group].
210	And I think that when we went back into departments as well, because we'd come over and I think we would tended to be a bit more open and talking about things.
211	I've been noticing a lot more people are actually saying "hello" to you in the corridor and things_-
212	Yeah.
214	I wonder whether you could apply it to say like the maths department, because the three from the maths department and think about... team improvement plans.
215	Could you use it towards looking at 'OK what is working and how do we develop that?'
329	I suppose to some degree next year this is what we're do in the leadership team aren't we? Looking at actually what worked last week, because of our visitors [so] that we can, you know, continue with...
333	So maybe we could just have a forty page bulletin every week?
334	Yeah.
335	Maybe, that's really a good idea.
339, 340	But, the honest point is, sort of, I think is that sometimes, from my point of view and it is only my point of view is I think, "aw it is a little bit generalised", a bit Disney for what of a better expression. Can we not just get down to 'what are we doing?'
341	I don't know, sometimes I think "OK that's all very nice, but what actually are we going to do about it?"
342	But then, do you have to have the nice bit? 'The dream' to aspire towards it?
342, 343	But sometimes I think, yeah, we'd all say we want a sense of togetherness, happy smiley faces, I think anybody in any organisation would say that.
343, 345	But... actually what I took from it were the small ideas like the names on the pigeon holes that actually then made a difference.
344	Mmm (in agreement).
345	So... that would be my, it's not a criticism, it just my thoughts towards it... let's go on with the actual 'what we are doing?'
349	You know you touched on a couple of things there that look reasonably small, you know like pigeon holes which made a massive difference.

350	The email issue isn't going to be anything small, that is going to be a much bigger decision, but again obviously that showed that there was a hunger there to do something with it.
351, 352	So, yeah I think it is... <i>turning the theory into practicality</i> and I think that's the, those are always the course that I get the most benefit from, the ones where someone's, you know thrown a lot of theory at me and I'll nod along and I'll say 'Yeah that's a good idea' -
352, 353	But it's the person who turns around and says 'Right, you can make a massive difference by doing the smallest thing.' That's where I, I feel empowered and take something from the course.
493, 494	What we <i>could</i> do is look at actually what people are <i>now</i> doing compared to previous actions and they would all feed into these sorts of things, like, the 'Thank you'd' and the better communication, probably all the things we planned to try and improve is probably being done.
494	We probably got the same results, but in a slightly different way.
520	However, you know, to <i>sustain</i> organisational change I think... that is where the value is in this, the value is in this process.
522	And still with a feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes us all, what makes it a good place.
588	Your hardest obstacle [is] to actually convince people that... this project... isn't -
589	It's actually understanding the process.
590	- it isn't about trying to sell a brand or something -
591	Yeah.
592	- you know and get [the point] across yeah?
613	Mmm (in agreement).
614	...I guess it does prove that when you are looking at organisational change, you know, it empowered us and engaged us to a point
615	So therefore does it make a difference how big you make the group? So if you got that group working at, on a training day for example with two hundred, staff, does that have the same effect as working with, with eight?
616	And if well-being hadn't improved for other reasons, if we still had the old head, would more people have wanted to get on board because they knew this group was going to make a difference?
626	However, going back to staff forums, mean the last one we had was totally different feel to the ones we had before.
627, 629	Because I think before it was a case of 'Look right these are the problems' and then the next meeting they had to come back with an answer, whereas [this one] was an open forum... We had the leadership member - and we were able to discuss.
628	Mmm (in agreement).
630	And also the point of the staff forum <i>really</i> should be '...A focus group... What do you think about this?' You know, its canvassing opinion on something.
637	You know I would come back to what, what I said five minutes ago, is, if it's worked well with us, what size group can you make it work with?

638	And if you can make it work with a hundred and fifty, then, then you're on to a, you're on to a winner.
643	I think it can lead future forums a little bit in the sense that, again it is about how you sell it..., but I think [that] having a little time for a bit of positivity and sharing, particularly the idea of sharing ideas.
644	So, part of the agenda of the forum was we literally going to spend five minutes and you're just going to talk to someone who is not in your department_-
645	Of something that has worked well this week or something.
646	_ - of some ideas where you both think, 'actually, yeah, we both think that's a good idea, bring it to [the group]', rather than... a bit of a Q and A thing.
647	That's how... the teacher learning community started didn't it? We've only done one, but we all had to share our good practice.
650	It started with a little idea of what you'd do in lessons.
667	You had ideas anyway about what you want to do with it this year. But I wonder if these sessions help inform you about again?
668	I go back to the little gestures, there have been a lot of little gestures this term from leadership and they go a long, long way.
669	We probably_-
670	Yeah, probably.
671	Was that something you were going to do anyway, which perhaps you were?
672	A bit of both really.
673	Yeah.
683	And also, you know it was things in the leadership team we made a decision on was not being on duty every day.
685	Yeah so we did make_- you were more available yeah.
690	I think there was a lot more as well, of leading by example... just little things like we've got a Headteacher who is teaching now.
691,	OK he's not at the same timetable as everyone else, but he know he's in a classroom and...
692	he has books to mark for the scrutiny and stuff didn't he?
693	The deputy head is playing football and standing there in his shorts.
699	The first time he joins the team he pulls his Achilles tendon. But that was [NAME] point in doing it, he wanted to go out and_-
700	That's right yes.
701	_ - but it, but it wasn't fake, it wasn't forced_-
702	No.
734	Well today, some of us had the pleasure of waiting on non-teaching staff.
735	Support staff, excuse me.
736	Support staff.
739	[It] was a really striking to see everyone together, filling one room. It showed you what a massive, massive role support staff play in the school. So, yeah.
745	I would say [6. NAME], that yeah, if things hadn't changed at the top then this would probably become, for want of a better expression a positive lobby group. Where you could actually lobby_-

746	Yeah.
747, 748	_ - not, not the past [head], I could just see <i>any</i> heads that's causing concern, to say 'Right the well-being group feel that we need to do this with emails, this with, '-_
748	_and then it would become really positive because you actually asking for nice positive things, that if everybody buys in to, from the head across to whoever.
748, 749	...It would be positive, it's not saying 'Oh we don't like this, we don't think this.' What it is actually saying 'what we would like to happen is this.'
749, 750	And who can, who can argue or say 'No' to a group of people saying 'I think it would be good to have names on pigeon holes, to have no emails after 10 o'clock, or to have'... You know?
751	Those are practical things aren't they and also giving a voice. So maybe the AI is, what you are saying is that it is giving a voice, that may have a bit of clout...
752, 754	Yeah, I think that the biggest problem is that we had a leader who was very detached and not interested in anyone who knows more about what's going on and speaks to staff a lot more so, where the influence is.
753	Yeah.
769 771	[8. NAME] did make a good point there, that even the most tyrannical head has got to be idiotic not to recognise the value of getting hearts and minds and even if they don't want to get hearts and minds if they can find easy ways to do it then they should be taken.
770	If someone is telling you <i>how</i> to do it, yeah, yeah.
772, 774, 776	If you don't know how to do it yourself but then you are given a list of -_- not rules, but things. If we all do these ten things -_- everybody would be happy. Well, you'd be a fool to ignore them wouldn't you?
773	Yeah.
775	Exactly, yeah.
782	I, I like the idea that, you know the fact that it is the small things that can make a difference. You know, you haven't got to go massive, you can just do small things and they do _xxx.
795	And also this is based on volunteers. I'd be interested, like you said about if it's a whole organisation thing.
797	Because <i>we're</i> buying into it.
798	It comes back to that, it comes back to that, that credibility. You know, we may be here in a position of wanting it to work so you don't really see the _er some of the areas for improvement.
806	But people have to accept that there's got to be changes as well, I think, you know? If you've got people who aren't willing to change it doesn't matter how many positives you do.
807	We funnily enough I was just going to say, if you take this to other schools I think, unless you can get it endorsed by the people who can make the decisions, not necessarily say well we will agree with everything that this comes up with but,
808	But unless they show willingness to listen to whatever is discussed then it's, it's futile. Because actually it leads to deeper frustration, because you'll have all these staff saying "well we want to do this!"
809	and "we all think this is a brilliant idea!" but then somebody says "well I don't" _-
810	You stick at the Dream phase don't you?

811	Yeah.
812	Yeah, you stay in the Dream. There, there's nothing more frustrating than being stuck in the Dream is there?
	Theme: Time and Commitment Costs (Formerly Costs)
253	You know they probably needed a little more thought time...
254	Mmm (in agreement)
257	I don't know. Some people possibly can think of an answer just like that, other people might have to just sort of dig deep...
298	...but... the point being was that we could have carried on.
299	Yeah.
300	And, yeah and this, sort of, goes back to that, having a bit more time... perhaps would have been useful.
304	I think it probably would be improved if we had more time. And also when we were doing it after a long school day, you know, it makes it, not harder, but it, it, you know, it's a bit like going to the gym.
305	Had it have been given time on an inset day or something, where there is more time, still [retaining] the structure of we're spending half an hour on the[is] session.
306	I think more time probably and maybe a different time, to give it more time during, in a working day probably would be better.
354	Given more time I imagine that would have been the course of what may have gone on, I don't know.
375	You know, we never got that far. And I think that's something we've got to work on, we've got these ideas but what are we doing about it?
481	We're talking a bit hypothetically about it, why? Mind if I ask just, why is it? Why didn't it go ahead? Why didn't we just get together and do [the action plan]?
482	Inspection.
485	It was end of term, then... probably because we had a break in the process; because, wasn't our last meeting literally in the last week [of term] and then you came in didn't you in the last half term [1. Name]?
486	And then we had a phone call and unfortunately and again it was things out of our control.
487	It's a very transitional time.
488	Yeah.
489	Pretty much it really.
491, 492	I suppose the reason why we were happy to support you on your project was because at the time that suited our school very much to look at our well-being and see how we can make things better for staff and then things changed.
492	And it's not that we don't need the process anymore, but it just shows that actually how people can make a place completely different.
537	Yeah, massive change but it is also cakes in the staffroom.
678	And winning hearts and minds wasn't <i>cheap</i> with cakes was it?

788	Any other good things about it?
789	Cakes.
792	So what about the limitations then?
793	Time I think, I think it does take time to do.
794	Yeah, to make it work well, to make it work well you've got to give it that, you've got to give it credibility.
	Theme: Ignores Genuine Concerns (Formerly 'Lacks Critical Thinking')
560	If staff forum was where you can only say positive things...
561	Oh God!
563	Yeah.
564	That's interesting. So was that disabling in a way? Does that reduce levels of engagement? The, the approach uses a deliberate affirmative approach.
565	Yeah.
566, 568, 570	I'm going to sort of defend the moaners now -_- because I sometimes think you need to -_- be very clear about the negative in order to identify the positive.
569	Yeah.
570, 571	We did talk about positivity and caring, but the negative has come up in this interview now was email was identified as a negative. [What] if someone had just said 'I want people to talk more'?
579	You're right though because say there was a big organisational change and we said if anyone wants to be involved in it, we going to use Appreciative Inquiry so we are all going to celebrate good points people will be like 'Oh, what's the point?'
580	I think people will say, 'What's the point if I can't go along and criticise an idea?' I think... you're right, I think that even though the process is good, I think it probably might put volunteers off.
582	OK thinking about levels of engagement, those people don't have much faith and might not choose to engage because they don't, they <i>want</i> to have a bit of moan,
583	They want say what's <i>not</i> working, they don't want to come along and say what <i>is</i> working.
584	And I, I think it would not, not just be ineffective, I think it would be counter-productive, because people would form a cynical view then about the purpose of the activity-_-
585	Mmm (in agreement).
586	-_- ...it could be argued that, you know, people <i>could</i> say 'Well actually the only reason you're doing this is because now you are going go and share that information with someone and say how brilliant and happy everybody is because you are only focusing on the positives.'
587	So I think, you know, even though we recognise the exercise for what it is.
593	Yeah, because being critical is very different to being negative, you know?
594	Mmm (in agreement).
595	There's plusses in being critical because that helps.
596	Yeah.
597	Like you said the email helps, helps identify the, or discover the positives.
	Theme: Evaluation Difficulties

417	I suppose its thinking about what you just said about measuring, you almost need to, maybe it goes against the point of the process, but you almost need to.
418, 420	I know we did do a staff survey before it, you almost need to do one at the end, after we've put all these things in place, like email rules, pigeon hole names and stuff and see - _ - how, if you want to know how effective it is.
419	Yeah.
420	We'd say, actually seventy-two percent of the staff we're happy and now eighty-five percent are happy.
421, 423	I know its flippant and an easy comment to make, but yeah, how will we ever measure staff well-being and happiness unless, if we're, unless you just going to use... your gut reaction, because everybody was happy dancing, happy on Friday night?
422	Mmm (in agreement).
425	But you can measure it off staff attendance, of staff DOs [Days Out] or... people coming to the concert tomorrow night.
426	I bet you all we have significantly more [people] than twelve months ago won't we? So you can measure it like that, but I don't know, is that enough to measure the success of, of a process?
429	Yeah, it's a feeling.
430	You have that feeling, you have that gut feeling, but you know the last staff survey was a year after the previous staff survey wasn't it, I'd be really interested to see what the next staff survey would reveal.
431	Next May.
432	You know, it there was plans for such a survey and I think you could then, you could within reason measure a <i>happiness</i> index, I believe it was David Cameron was on about it a couple of years ago.
433	But you, you could to that degree couldn't you?
435	Because people were not happy about things before and they are now content with them, then that's progress. If you were content and now they're raving about them that's progress.
436	Equally, you have a direction as well.
437	Yeah.
476	Once you've actually said, right OK we're doing this, we're doing this, then it becomes real.
477	Then it becomes something tangible and something we can actually do and measure.
478	So I actually think that the bit that we haven't got around to, because of other things happening in school, is probably the bit where we could have really said.
480	...Then that's something you can review in six months' time. So I think there would have been, in that phase there, would have probably brought everything together.
509, 510	I mean are we at the stage where there are so many people have, you know, I'm sure we have all had people that say 'you know, it's so different now', that actually with quantifying what is it now that people are, you know, what is it that's happened?
617	That's the other thing. It is very difficult [Name 1.] when unfortunately you chose a school which, or we chose you when things have happened which haven't allowed us to evaluate the process as much.

631	Was the change in the forum meetings in any way related to what we have been doing? Or is it just something that has been caused by other things?
632	Other factors.
635	It's probably... clouded a judgement I guess. You know? With everything else that's gone on.
636	Mmm [in agreement].
717	Was it effective though? Did it actually, I mean it is a difficult decision.
718	It is difficult to measure isn't it?
719	But just in terms of your experience do you think it has been effective in changing well-being in school at all?
720	Yeah. If, if you've got, if I just take a personal example from the work that I did, I set out to make sure that I, that in everything I did there was a sense of togetherness.
	Theme: Identified Changes (Combines 'A Change of Leadership Style' and 'Greater Focus on Well-being')
110-114	I think what you were looking at in there is the... process to be able to talk to... other colleagues about... the way in which we were..._..._set at.
	That we were... all working... in pairs with people you wouldn't normally work with and I think that... was... a barrier breaking scenario. You were able to... discuss, quite in depth, things with people... in a controlled environment and I think that was... what was different... for me.
	Mmm (in agreement).
149-151	And I think that what this did... was ask questions in a way that, yeah you are promoting change, but you are promoting them in a different... perspective.
189	But as it changed how we approach things? Yeah possibly; maybe it makes us think about how we can pose questions..?
198-200	And I think that's the important thing. It's not the big things, but you can actually do smaller things that change, like the names on the pigeon holes was a brilliant one - _ - you learn people's names as opposed to their initial.
201-202	I know [that]... [NAME A.] well-being _er her fitness [sessions] came from it, [NAME B.] choir came from it.
	So actually it's, it's been lovely little things that have raised_... improved well-being in school without having to make massive structural changes.
234 – 238	It's useful in terms of, if as [NAME 2.] said, when you're speaking to someone who you might not necessarily speak to on a day to day basis to just ask them, you know, about the positive experiences and, you know, how they are getting on.
	I think that was particularly... nice to see that and I think it would be useful for more staff to do speak to each other... what it does do is go a long way... to giving people a voice. Which I think is, in that world of organisational change, what... we're setting out to do.
	It was to make sure that people were heard and were listened to and I felt that was something that came out.

413-416	It's a bit like... the TLC's, Teacher Learning Communities. They are put together [into] mixed departments.
	So that you always work with that group of people... you wouldn't typically work with... because they are not your department or your house.
	Yeah.
	I think there's little things like that, that we've done haven't we? In sort of forming relationships.
493	...what we <i>could</i> do is look at actually what people are now doing compared to previous actions and they would all feed into these sorts of things...
509-510	I mean are we at the stage where there are so many people have, you know, I'm sure we have all had people that say 'you know, it's so different now', that actually with quantifying what is it now that people are, you know, what is it that's happened?
512-515	Yet, because things are different in school, I think people were happy to celebrate that week and also to focus on the future and to want to make a real difference...
	I suppose... you've got to identify, without it being... personal, what that change is? It isn't a single person; it isn't a single person that does that. But it is... processes that can make that happen.
	If there hadn't have been [organisational] changes_ -
	What we would have... needed at some point, possibly, is for this process to have taken place so that as a group of people we could have moved forwards.
520-522	However, you know, to sustain organisational change I think... that is where the value is in this, the value is in this process.
	And still with a feeling of positivity that is around at the moment, we need something like this so that we all hold on to that feeling of positivity and understand what makes us all, what makes it a good place.
537	Yeah, massive change but it is also cakes in the staffroom.
678	And winning hearts and minds wasn't <i>cheap</i> with cakes was it?
612-614	However, going back to staff forums, mean the last one we had was totally different feel to the ones we had before.
	Because I think before it was a case of 'Look right these are the problems' and then the next meeting they had to come back with an answer... It was an open forum within, we had the leadership member - __ - and we were able to discuss.
	...I guess it does prove that when you are looking at organisational change, you know, it empowered us and engaged us to a point.
630-636	The point of the staff forum really should be 'We have ideas... A focus group... What do you think about this?' You know? It's canvassing opinion on something.
	Was the change in the forum meetings in any way related to what we have been doing? Or is it just something that has been caused by other things?
	Other factors.

	It's probably... clouded a judgement I guess. You know? With everything else that's gone on.
	Mmm [in agreement].
647	That's how... the teacher learning community started didn't it? We've only done one, but we all had to share our good practice.
662	[Decisions are] a lot more two-way now I'd say...
667-670	...You had ideas anyway about what you want[ed] to do with it this year. But I wonder if these sessions help[ed] inform you about [them] again?
	I go back to the little gestures, there have been a lot of little gestures this term from leadership and they go a long, long way.
	Yeah, probably.
682	...it was little phrase, little phrases I, you know, share on duty with [NAME], you know, 'coach don't criticise' and those were the, you know so, you know those were the things that [changed].
690-693	I think there was a lot more as well, of leading by example... just little things like we've got a Headteacher who is teaching now.
	OK he's not at the same timetable as everyone else, but he know he's in a classroom and... he has books to mark for the scrutiny and stuff didn't he?
	The deputy head is playing football and standing there in his shorts.
171-721	Was it effective though? Did it actually, I mean it is a difficult decision.
	It is difficult to measure isn't it?
	But just in terms of your experience do you think it has been effective in changing well-being in school at all?
	Yeah. If, if you've got, if I just take a personal example from the work that I did, I set out to make sure that I, that in everything I did there was a sense of togetherness.
	[There is now]... a sense of coaching people, getting alongside people, well then yeah, I've seen, you know, from a personal perspective I can [see changes].
745	I would say [6. NAME], that yeah, if things hadn't changed at the top then this would probably become, for want of a better expression a positive lobby group. Where you could actually lobby_-
835	[Appreciative Inquiry] allows us to challenge an organisation. It does control... the Tiggers, because they need it a little bit.